

Walk to School Day 2024 Wellbeing, Curriculum Depth & Learning Readiness

Our Walk to School Day 2024 was a purposeful and joyful enrichment experience that combined physical wellbeing, curriculum learning, community engagement and reflection on learning, strongly supporting the Ofsted framework priorities of Personal Development, SMSC and Behaviour & Attitudes.

This year, families and friends met at the end of the Cricket Path in Kingston Blount, choosing to walk or cycle together to school. The day provided a meaningful opportunity for pupils to be active, talk, collaborate and apply classroom learning in a real-life context - all under a glorious deep blue sky that set the tone for a positive start to the day.

Personal Development

Health, Wellbeing and Learning Readiness

Beginning the school day with physical activity supported children's physical health, emotional wellbeing and readiness to learn. Pupils discussed how movement helped them feel:

- More awake and focused
- Happier and calmer
- More connected to others

Those unable to park and walk from the meeting point took part by completing additional Daily Mile activity, ensuring inclusion and equity of participation for all pupils.

Child voice:

"I felt more ready to learn because my body was already awake."

"Walking and talking made me feel calm before lessons."

Pupils reflected together on why exercise before learning improves concentration, stamina and mood - helping them make meaningful connections between healthy habits and academic success.

Curriculum Enrichment – Mathematics in Context

Walk to School Day was deliberately linked to **high-quality curriculum learning**, particularly in Mathematics.

- LKS2 pupils calculated the distance travelled, applying real-world measurement and problem-solving skills
- UKS2 pupils explored average stride length and step counting, linking data collection, averages and reasoning to a lived experience

Children saw first-hand how mathematics is used beyond the classroom, strengthening both conceptual understanding and motivation.

Child voice:

"It was maths, but it didn't feel like maths - it felt real."

"Counting steps made me think about averages properly."

This experience deepened pupils' ability to apply knowledge.

Behaviour & Attitudes

Positive Choices, Focus and Collaboration

The walk promoted excellent **behaviour for learning**, with pupils showing:

- Sensible, safe conduct
- Respect for others in the community
- Positive social interaction
- Independence and self-regulation

Walking and cycling together encouraged **talking, listening and cooperation**, strengthening relationships between pupils, families and staff.

Child voice:

"We were talking and laughing but also being responsible."

"Everyone helped everyone else."

Teachers observed improved focus and engagement in morning lessons, reinforcing the link between physical activity and learning behaviours.

SMSC Development

Social Connection, Reflection and Community Belonging

Walk to School Day provided rich opportunities for Social and Moral development. Pupils considered:

- The importance of spending time together as families and friends
- How active travel benefits both people and the environment
- Their responsibility to make positive choices that affect others

Time was given for reflection, with children discussing why we all felt better after starting the day with movement and conversation.

Child voice:

"It made school feel like a community, not just a building."

"I think learning is easier when you feel happy first."

Inclusion, Enjoyment and Community Spirit

The event was grounded in **inclusion and enjoyment**, ensuring every child could take part in a way that worked for them. Whether walking from the Cricket Path, cycling, or completing extra Daily Mile activity, all pupils contributed to the shared experience.

The relaxed start allowed children to enjoy:

- Fresh air and nature
- Social time before lessons
- A calm, positive transition into learning

Walk to School Day 2024 – Impact on Pupils

- Strong support for Personal Development through wellbeing, independence and healthy habits
- Clear curriculum enrichment, linking maths learning to real-life application
- Positive impact on Behaviour & Attitudes, including focus, cooperation and readiness to learn
- High-quality SMSC development, particularly social connection and reflection
- Inclusive practice ensuring all pupils participated meaningfully
- Strengthened relationships between school, families and community

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