



# Steps 2 Summit

**A study of the impact**

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## **Aims of the Project**

The aim of Steps 2 Summit is to increase the daily physical activity of all primary school children. In addition to this, Steps 2 Summit strives to foster greater aspirations and develop positive character traits in the pupils who use it.

The following document examines the impact of Steps 2 Summit at a range of primary schools.

For more information about the project please see:

[www.steps2summit.co.uk/media](http://www.steps2summit.co.uk/media)

## What is Steps 2 Summit?

The Steps 2 Summit project is a physical activity programme with a difference. Not only can it increase the activity levels of children during the school day, it also aims to aid the development of children's social and mental health.

### Physical Health

All pupils aim to summit a virtual mountain by the end of each academic year. They add to their distance by walking a measured course (or courses) at school and can even add their walk to school to increase their progress. This information is inputted to a system which moves their personalised flag up their class mountain by the correct amount.



### Social Health

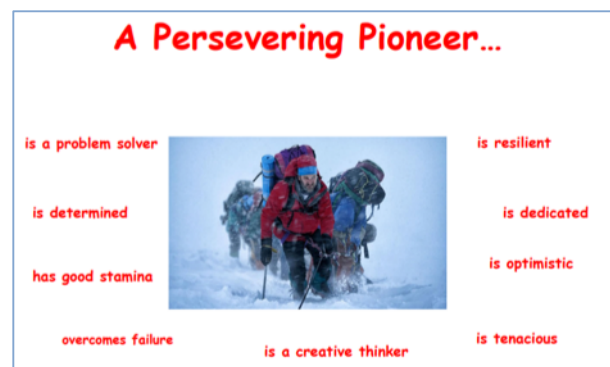
By learning about the geography, stories, history and culture of some of the world's most iconic mountain areas, children develop a deeper understanding of the world they live in. This is communicated to the children via lessons and assemblies that are part of the package.

Social responsibility is taken seriously by Steps 2 Summit. A number of organisations are supported through the Steps 2 Nepal program.

### Mental Health

It is widely known that exercise and being outdoors in all weathers is beneficial for mental health. However, this programme goes further. As a result of aiming for the summit, which may take a full academic year, children experience delayed gratification and must employ resilience and perseverance in order to achieve a common goal. The summiteer skills, at the heart of this project, explicitly teach children to foster beneficial character traits which promote good mental health. Creativity, mindfulness and resilience are also built in alongside plenty of national curriculum content.

**Summiteer skill posters show children what these character traits look like.**



## How Steps 2 Summit was trialled in schools

### Schools were selected to participate

A range of primary schools were identified to take part in the project. These schools ranged from an intake of 108 pupils to 450 pupils. Each school had different outdoor spaces available to them and different priorities and barriers. However, all schools wanted to:

- Increase their daily physical activity
- Promote greater resilience and perseverance in their pupils
- Develop greater aspirations and knowledge about the wider world in their children

### Course/courses were measured and marked out

At each school, staff decided on a suitable area on which to mark out a course. Some schools measured out and marked just one course, other schools had long and short courses for the children to use. The Steps 2 Summit system gives the option of measuring the course in steps, miles or kilometres. All the schools participating in the pilot study chose to input the distance in km.

### Training was given to staff

All members of staff were trained in how to use the Steps 2 Summit website. Teachers were shown the route for adult led courses, where appropriate.

Specific children were chosen to be in charge of the project. Some schools chose to call them 'mountain monitors.' These pupils were taught how to manage the walk, use the scanners to record progress and input this data onto the system.

### Walking was timetabled into the school day

Schools did this in a variety of ways:

- Through lunchtime and playtime child led sessions.
- A short 'before school' time session.
- Teacher led walks. These walks took place at any time during the school day, when the teacher felt it would be beneficial for their class.
- Walk to school distances were also included for children who signed up to this.
- Mountain Hut training videos, provided on the website, were used by schools on the occasions when outdoor space was unavailable. These 7 minute exercise videos could be used in the classroom and counted for the equivalent of 1 km.

### The distance walked was inputted into the Steps 2 Summit system

The distance each child walked could be recorded in a number of ways. Schools could choose from the following:

**Scanners** – each child was given an individual barcode which, once scanned, added the relevant distance to their journey.



**Tablet/phone** – as each lap was completed, the child's name was tapped, adding the distance walked to their progress.

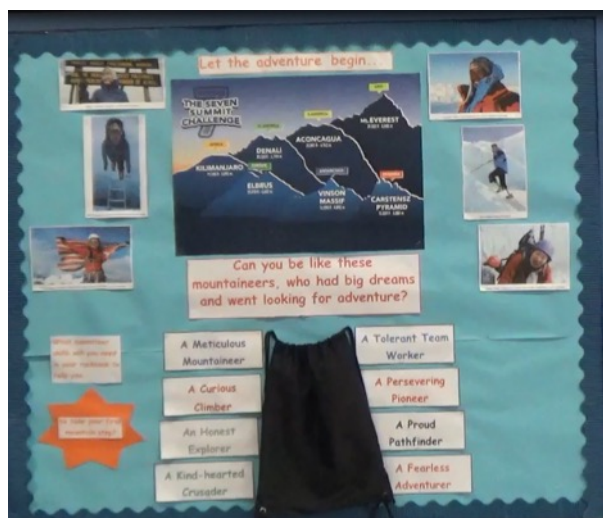


**Manual input for a whole class** – where all children walked the same distance, the teacher clicked on the course they had walked, which inputted directly to the system. Any children absent from school were deselected.



### Assemblies were used to engage the children

A launch assembly, provided on the Steps 2 Summit website, was used as a way of introducing the project to the children. An accompanying display was printed off the website and placed in a communal area as a reminder of the challenge.



Subsequent Steps 2 Summit assemblies, based upon the 'summiteer skills', were delivered throughout the year to keep inspiring the children in their virtual climb. Schools continued to use the appropriate displays provided, which corresponded to each assembly.

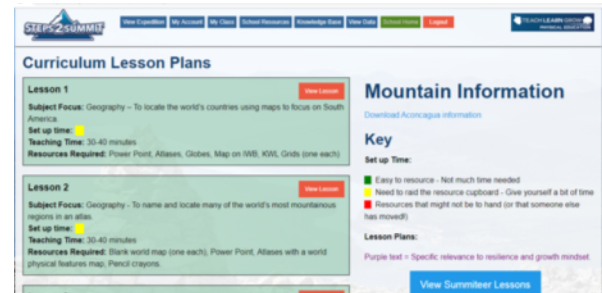
### Curriculum lessons were taught to deepen children's knowledge

Class teachers taught a range of cross-curricular lessons, provided on the Steps 2 Summit website, which linked to their class mountain. These lessons were age specific and fulfilled the national curriculum requirements for each subject.



Teachers used the lessons in a variety of ways, depending on other curriculum commitments. Some classes used the lessons weekly, other schools held a mountain afternoon each half term and one school chose to share these lessons during a whole school mountain week.

Before teaching the lessons, teachers were aware of how much preparation would be needed through the colour coded traffic light system.



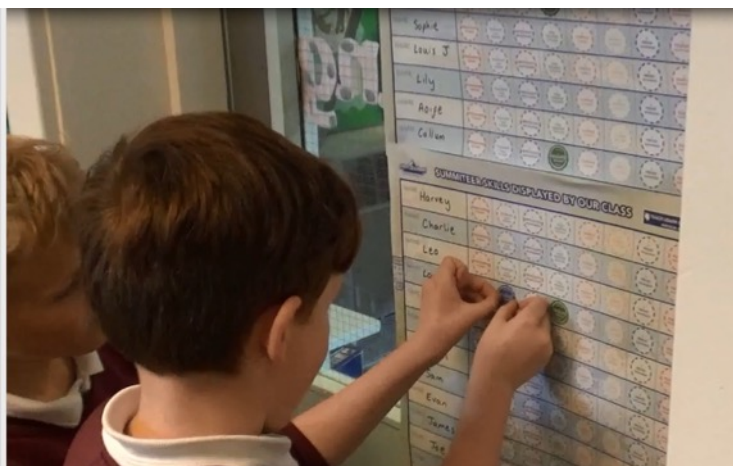
The lessons were taught with the aid of a one page lesson plan and an accompanying PowerPoint available on the website. All resources were provided which could be printed at the click of a button.

### **Summiteer skill lessons were used to aid in the development of positive character traits**

The summiteer skills lessons were shared with the children. These lessons explicitly taught children how to be:

- a kind-hearted crusader
- a meticulous mountaineer
- a tolerant team worker
- a persevering pioneer
- an honest explorer
- a fearless adventurer
- a proud pathfinder
- a curious climber

These lessons featured inspiring mountaineers and were again linked to each year group's mountain.



Some classes were chosen to trial the 'Summiteer skills' sticker chart. Children were encouraged to exhibit certain positive character traits linked to the summiteer skills. Once the class teacher was confident that a child had completely embedded a certain skill and demonstrated it on a regular basis, they were rewarded with the appropriate sticker.

## How the evidence was collected

### Interviews with key stakeholders

In order to gain an overview of how the project had impacted on their school, headteachers leaders of PE, PE Governors and teachers were interviewed. **See appendix A, B C and D**

### Questionnaires for class teachers

To give a clear idea of the impact that the project had at a class level, teachers were asked to fill in the questionnaire shown in **appendix E**.

### Pupil voice

At various points during the project, children from all schools were asked questions about what they thought of the project. **See appendix F**.

### Physical data

The Steps 2 Summit system, where schools logged their walking data, was used to monitor physical activity.

### Observations of Steps 2 Summit lessons

Lessons were observed to gain a deeper understanding of the impact which they had on the children. During these sessions, children were asked about their learning and observed talking to their peers.

### Learning walks

As a way of gathering an informal snap shot of Steps 2 Summit in action, schools were visited to capture any incidental aspects which were happening.



## Findings from the Steps 2 Summit trial schools

### Finding 1

In all schools, all children were able to take part in the project and were more physically active.

Every child in every school was able to make progress up their mountain.



A screen shot taken from the Steps 2 Summit system showing the progress of children in year 6.

*"Every child, every day at lunch time walks for 15 minutes and then on any non-PE days we make sure that they are using it in the afternoon or morning for 15 minutes. At first they were struggling to run 1 full lap on our field but now they are running 3 or 4 laps without stopping. I am confident now that as a school we are active for 30 minutes every day."*

Chloe Mills, PE Lead

*"Every day there is a class outside; the school seems so much more active."*

Liam Johnson, PE Lead

*"The children are keen to participate in the playtime walks and often talk about how far they have walked in a session and about the fact that they are getting closer to the summit."*

Year 3 Class Teacher

*"As it is a whole school project it involves all the children, no one feels like they are being left out."*

Jackie Littlefair, PE Governor

Although all children were on their own journey and were seen to encourage one another, it did also allow for an element of competition among some children.

*“There are groups of children who get really competitive. They like that we can put it up on the board and show them where they are.”*

Year 6 Class Teacher

A year 1 teacher agreed that they liked seeing where they were on the leader board.

*“I can see I am beating Travis, I bet you can’t beat me!”*

*“I love walking my mountain, I am going to reach the summit!”*

*“Where am I?”*

From a PE Governors point of view, Jackie Littlefair felt confident in justifying how their Primary PE and Sport Premium money is benefiting all children.

*“I will be able to stand up and be proud and say that this has added value to our school, it is a whole school investment and it is actually meaning something to the children. I am seeing the project in action every day. Our PE has definitely taken a steep climb in the right direction. We are battling with obesity and trying to be a healthy school. We are actually promoting children walking and being active, we’re not just saying it we are doing it.*

*You’ve got to think about the children for whom, this is what they shine at. This is what makes their day exciting for them. The fact that they are thinking we are going to do our steps and move up the board. The Steps 2 Summit walks are a great way for all children to participate and be included in a physical activity and challenge.”*

Jackie Littlefair, PE Governor

The children also enjoyed their increased physical activity.

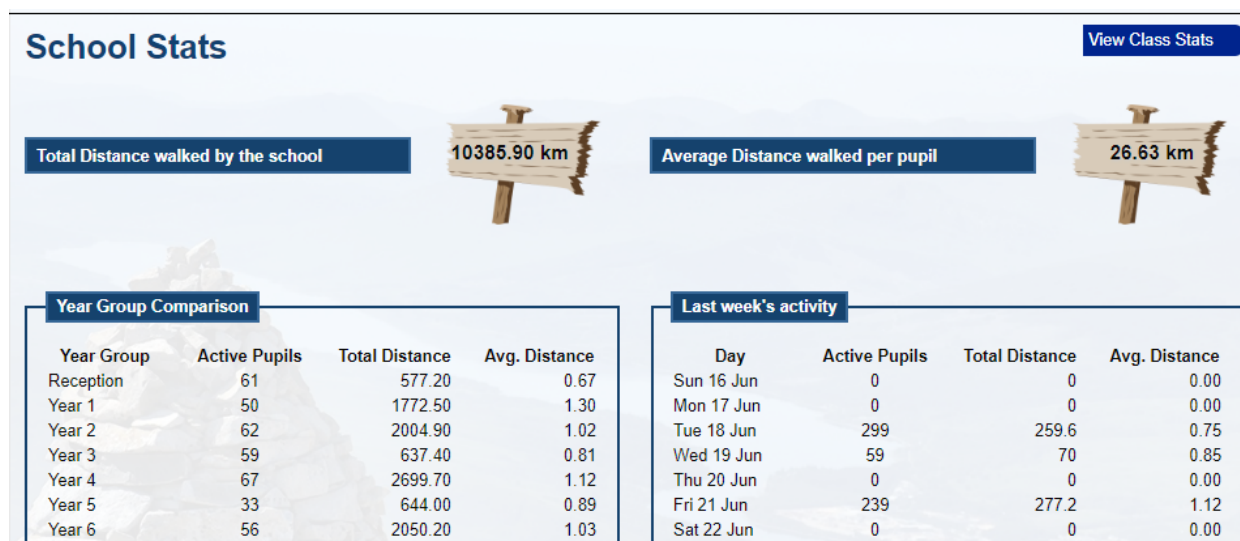
*“The children love this project and are very engaged. Almost daily I am asked, ‘Are we doing our mountain walk today?’ When I reply ‘Yes,’ they are pleased.”*

Year 3 Class Teacher

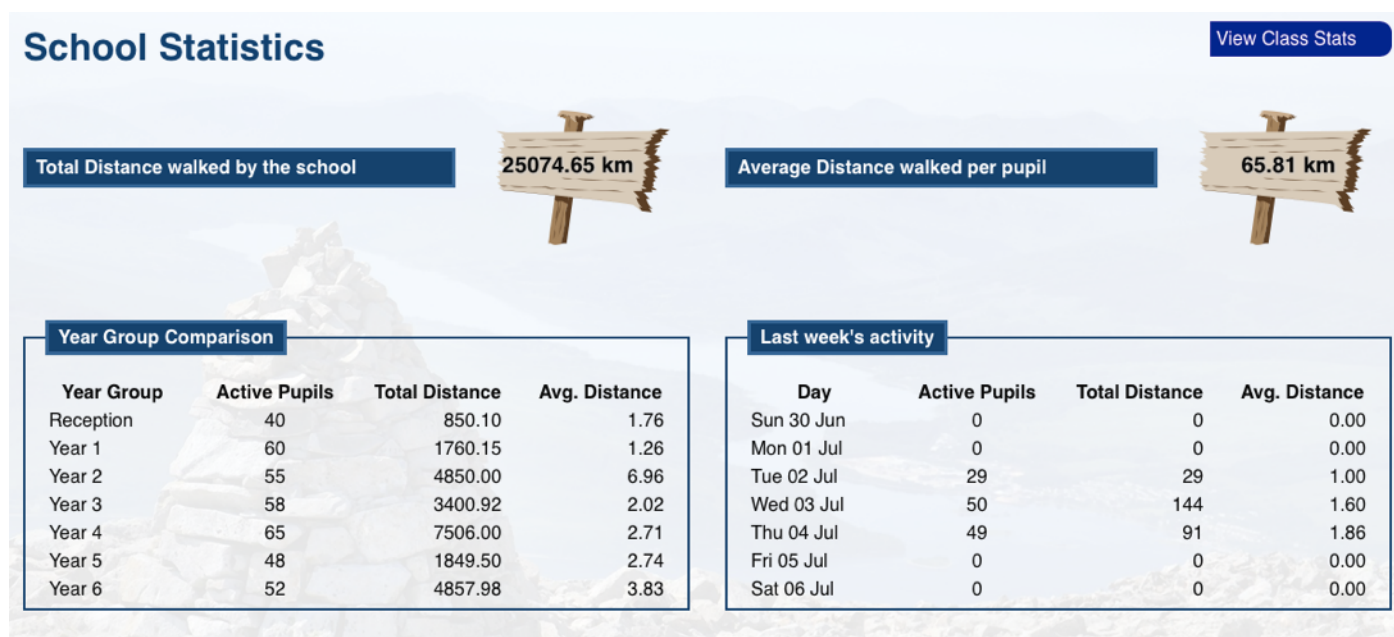
*“Some children in my class wear a Fitbit and they have loved seeing how many steps they have done after the walk.”*

Year 3 Class Teacher

In addition to this, all schools now have a way of tracking and recording children's physical activity which prior to having this project, they did not.



Screen shots taken from the Steps 2 Summit system, showing class activity over the duration of a term.



Of the schools involved in the project, in the period of the summer term, the total distance walked ranged from; 11,504km to 25,074km.

Chloe Mills, PE Lead, found using the Steps 2 Summit data useful as a way of identifying children who would benefit from an extra session.

*"I have set up a Friday club and invited some children from Year 3 who hadn't climbed very far. So I invited those children to come every Friday to an extra session where they get scanned at lunch time with me and the Steps 2 Summit leaders. That is new but they are enjoying it and they are saying 'Miss, I will see you on Friday; we are going to do our steps.'"*

## Finding 2

### **Children enjoyed being involved in the running of Steps 2 Summit and this had a positive impact on how the project worked in school.**

In schools where children were involved in organising playtime walks and collecting the data, the project was driven by the pupils as well as the adults in school. The responsibility that they took on after being trained, ensured that the walks were less likely to be disrupted or cancelled due to other events that may be happening in school. It also meant that this role did not add to teacher work load.

*“Now that we have the scanners, inputting the data is much easier and quicker. Not only that, I have passed the knowledge onto the children and they can now do it by themselves. This gives the children ownership of their physical activity and they have really enjoyed it so it is a win, win for everybody.”*

Dan Hill, PE Lead

*“Steps 2 summit is giving the children more independence over their physical health.”*

Liam Johnson, PE Lead

The children were also positive about being given this responsibility.

*“It’s really fun taking the little ones out and about.”*

Year 4 mountain monitor

*“Being a mountain monitor is fun because you get to teach people and show them the way.”*

Year 5 mountain monitor

### Finding 3

#### **Children and staff noticed that walking during the school day had a positive impact on mood, behaviour and concentration.**

When asked how walking made them feel, all children questioned had positive responses.

*“I think it makes me feel quite cheerful, especially if it is a sunny day.”*

Year 3 Pupil

*“I like it because you get fresh air.”*

Year 4 Pupil

*“It makes me feel happy and I like going out in the fresh air.”*

Year 4 Pupil

*“If we have done a test or something, it is just nice to get outside and go on our walk.”*

Year 3 Pupil

*“I really like doing this because when I come back in to class I feel like I am ready to get back on with what I was doing.”*

Year 6 Pupil

Headteacher, Zoe Buxton, also noticed a difference.

*“It’s an opportunity for social development as well because we found that as the children are going along the long trek with their class teacher, we are finding the children are happier to talk about general things.”*

Year 5 Class teacher, Charlie Leivers, noticed a similar reaction in her pupils,

*“It created a great opportunity for communicating with the children in my class. I found they took the opportunity to talk to me about certain things.”*

Children also talked about how it made them feel to see their flag moving up their mountain.

*“It makes me feel happy as I can get to the summit quicker.”*

*“It makes me feel proud of myself and everybody.”*

*“It makes me feel proud and like a champion.”*

Class teachers too, found the walks to have a positive impact on children’s mind-set.

*“It makes for an excellent brain break during the challenging year 6 curriculum.”*

KS2 Phase Leader

*“The opportunity to let off that steam or have some social time with their peers has been brilliant. It has been used to calm them down, channel their behaviour to then come back with a fresher perspective.”*

FS2 Teacher

*"I don't feel it has been detrimental to curriculum time and if anything it has enhanced the children's ability to remain focussed."*

Year 3 Class Teacher

*"A brisk walk around the school grounds revitalises the children and once they return to the classroom they are refocused and ready for work again."*

Year 3 Class Teacher



## Finding 4

### **The ‘summiteer skill’ lessons helped the children to see positive character traits in real people and link these to their own life.**

All schools have reported a positive response to the ‘Summiteer Skills’ and when questioned, children demonstrated a good understanding of what the skills were. When a group of year 4 children were asked which summiteer skill they thought was most important to be able to climb a mountain, they gave the following responses:

*“You’ve got to be a tolerant team worker because you can’t get to the top by yourself.”*

*“You’ve got to be a curious climber because you wouldn’t do it otherwise.”*

*“You’ve got to be a persevering pioneer because climbing a mountain is really difficult and you have to keep going.”*

Chloe Mills, PE Lead said that,

*“learning about the people who have climbed the mountains, in the assemblies, they say that ‘I can apply that to my maths maybe and when I find something hard.’”*

During a Year 3 ‘persevering pioneer’ lesson, children learnt about Eman Zabi, a mountaineer who overcame her challenges to summit Kilimanjaro. They were then asked what the lesson had taught them about overcoming their own challenges. The pupils responded with:

*“Just give it a go. Come back to it or just give it a go.”*

*“On a SPAG test that we had to do, I had a try, I probably got it wrong but I gave it a try.”*

*“Try, try again.”*

*“You say in the future I can deal with it, say I’ve learnt from that now.”*

Class teachers also noticed the difference that these lessons made to their pupils.

*“I think the children gained a lot from the Kind Hearted crusader lesson I taught and I have seen some transference of these skills in other areas. Eg – more children readily helping others with their work without being asked to.”*

Year 3 Class Teacher

*“The summiteer skills lessons have been really interesting and have been of great value to my class. One of the issues which some children have that I have taught in my class and across the school, has been perseverance. When I have introduced these lessons to my class, not only have they been really enjoyable, some of the resources are fantastic, but they really encourage perseverance and not giving up and they link well with our growth mind-set and learning to learn skills that we encourage at our school.”*

Year 3/4 Class Teacher

In classes where the sticker charts had been trialled, this positive response was enhanced.

*“The summiteer skills have been used throughout our lessons and I have noticed a difference with the children’s attitude to learning when these skills have been mentioned. They are determined to achieve their sticker, leading to an improvement in their behaviour and attitude.”*

Year 5 Class Teacher

Children were observed congratulating their peers when they demonstrated particular summiteer skills.

*“The children have been extremely excited about the summiteer skills stickers and are very keen to demonstrate skills to earn a sticker. They are very proud that their skill is being recognised and displayed for all to see.”*

Year 3 Class Teacher

Headteachers have been impressed with the way in which the summiteer skills have fitted seamlessly into their school. They like the way in which the children have engaged with them.

*“The summiteer skills really do compliment the ethos of our school... we have learning to learn skills and are devising the new curriculum so we are putting them at the heart of it but we are actually thinking about changing, so that the summiteer skills sit at the heart of our curriculum instead.”*

Rachel Boswell, Headteacher

*“In our reward assemblies every week, we do look for our champions for those different types of learning skills but we’ve been doing that for a few years now and it’s losing its momentum... if we’re celebrating all of the skills that are on the Steps 2 Summit, that could be something that we swap for.”*

Zoe Buxton, Headteacher

## Finding 5

The lessons and assemblies promoted curiosity about people who lived in different places and who had done interesting things.



*"The children were very excited about finding out which mountain they were climbing and this instantly led to the children wanting to know about the area of the world that the mountain was in and there was an instant recognition of the global community."*

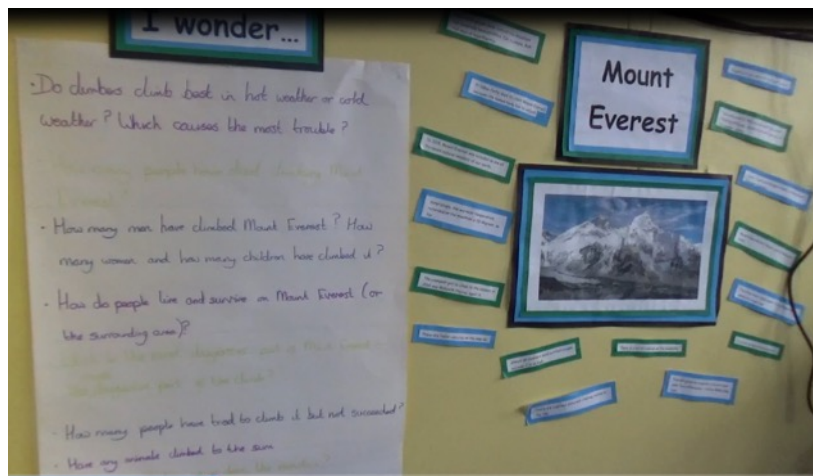
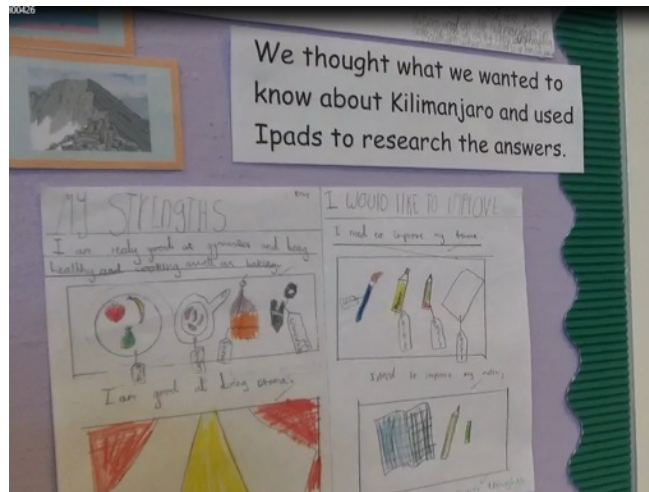
Zoe Buxton, Headteacher

*"The lessons and assemblies that come with the Steps 2 Summit project have been really useful and have really enhanced the daily physical activity. For a couple of years, we have done daily activity but it sometimes loses its momentum but having the lessons and assemblies, keeps the message in their minds and keeps the project rolling plus giving the children something to aim for. They keep the project fresh in their minds and motivated to achieve their goals of climbing their virtual mountain."*

Dan Hill, PE Lead



Children have asked questions about their class mountain and thought of things that they would like to find out. This was evident in the displays up around schools.



*"They are learning about places in the world, which they wouldn't usually have the opportunity to."*

FS2 Teacher

*"Families have been talking to me at the school gates saying the children have been home talking about the 7 summit challenge."*

Zoe Buxton, Headteacher

*"The curriculum lessons have supported our geography skills and the children have been really engaged and enjoyed learning about our mountain and where it is in the world."* Year 6 Class Teacher

*"Their knowledge of world geography has definitely improved – lots can now name capital cities, suggest countries from a given continent and vice versa. Their curiosity of the world has certainly been piqued!"*

Year 4 Class Teacher

During learning walks and through chatting to children, it was evident which classes had fully embraced the project. These children were able to talk avidly about mountaineers and what they had been learning about. It was clear that stories and facts about their class mountain had hooked their natural curiosity and these children were more committed to increasing their own virtual mountain journey.

*“The children have participated in some lovely lessons about their mountain which has helped to engage the children when taking part in their walks.”*

FS2 Teacher

## **Finding 6**

### **Schools want to involve families in the project too.**

Something which all schools reported as a natural progression for the project was the involvement of the wider community.

*“We’ve had children with their families wanting to do more physical activity outside of school. Our next step is to measure the distances from home to school to encourage the children to walk to school and home.”*

Zoe Buxton, Headteacher

*“I have heard lots of children saying they were going to try and persuade their parents to let them walk to school rather than drive from now on.”*

Year 4 Class Teacher

*“One morning we invited parents to come out with us. It was fantastic, they absolutely loved it they loved using the scanners but lots of them also did the laps with the children which was really nice.”*

Chloe Mills, PE Lead

*“I’m hoping next year to get the children to do the walk with adults and maybe even members of the community and that’s where we’re going with it.”*

Ben Waldram, Headteacher



## Finding 7

### **Children have used the role models and stories from the Steps 2 Summit project to think about their own aspirations.**

Staff have talked about how Steps 2 Summit has increased the aspirations of some children. It has opened their eyes to the wider world and helped them to see that anything is possible.

*"I think the Steps 2 Summit project will really higher the aspirations of our children. It's great that they are learning about young and old people, people from different cultures, people who are famous and not famous but who have all had some sort of challenge to face."*

Rachel Boswell, Headteacher

*"I think the children have got a lot out of the Steps 2 Summit lessons as it has broadened their horizons and increased their aspirations. The children have loved to hear the stories about the inspirational mountaineers and asked many interesting questions about their motives and their bravery. This has led the children to think differently about their own fears and how to overcome them and to perceive challenges in learning in a more positive and resilient way."*

Year 3 Class Teacher

*"A lot of the children show an interest in the geography and some have even expressed a desire to become a mountaineer! They have found the stories of some of the mountaineers we have looked at inspiring."*

Year 4 Class Teacher

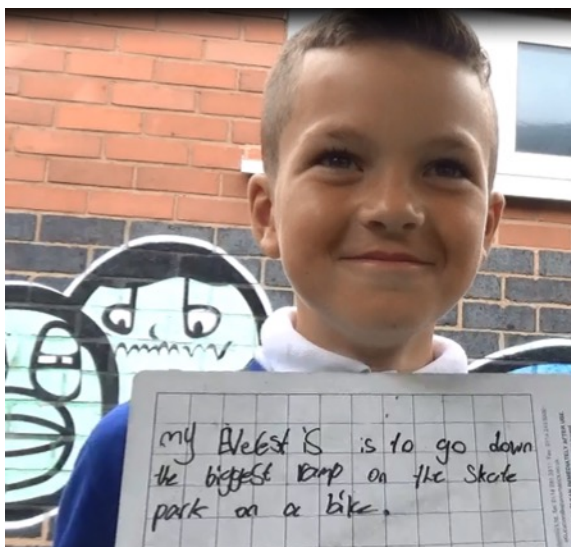
In responding to the question 'What's your Everest?' children of all ages were able to think carefully about what they would most like to achieve. Their responses were wide-ranging!

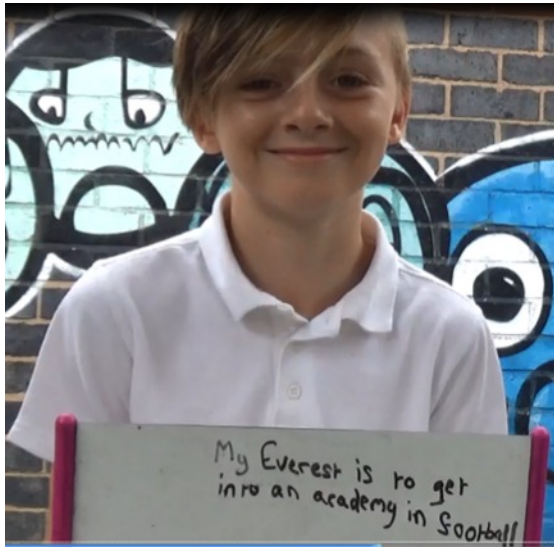
"My Everest is to learn to skip." Sophie in Year 1

"My Everest is to learn to tie my laces." Ahmed in Year 1

"My Everest is to climb Mount Everest." Dylan in Year 1

"My Everest is to learn how to swim." Sijia in Year 1





## Conclusions and Recommendations

### **Steps 2 Summit is inclusive**

Whatever their ability, all pupils at the case study schools were able to access Steps 2 Summit, thus demonstrating its inclusivity.

The project was carried out by all year groups demonstrating its power as a whole school initiative.

Some schools chose to use the data to identify children who were not covering as much distance and offer intervention. This shows how the project could be used as a way of ensuring all children are active.

### **Steps 2 Summit is flexible**

All case study schools were able to mark out some form of course(s), demonstrating that Steps 2 Summit can be implemented in any school, whatever its size and grounds.

Curriculum and summiteer skill lessons were delivered in different ways; some schools had mountain afternoons each half term, others had a termly mountain day, others taught weekly lessons and some teachers taught lessons when they saw a need. This demonstrates the flexibility of Steps 2 Summit to be used precisely as the school and staff see fit.

### **Steps 2 Summit promotes positive character traits**

The fact that children had to walk a significant distance to see their flag move up the mountain meant that they saw the value of perseverance and the rewards of delayed gratification.

The summiteer skill lessons explicitly taught children about positive character traits and gave them opportunities to practise and demonstrate these.

Teachers and pupils liked the fact that stories of mountaineers showed what these skills looked like in real-life. They introduced children to positive role models from a variety of backgrounds and cultures and with differing abilities.

### **Steps 2 Summit promotes good mental health**

The class walks created an environment where children felt happy and comfortable. It gave them time to talk to staff and peers and in some cases, share their worries.

Children talked about how going for a walk made them feel happier.

Teachers tended to use the walks at times when children were struggling to think of ideas, feeling anxious or needing to refocus. The fact that they often made this explicit to the children, created a further link between the value of walking and the mental health benefits.

## **Steps 2 Summit involves the wider community**

One school invited parents in for a morning to take part in their mountain walks and lessons. The success of these sessions demonstrates how this could easily be used in all schools as a way of involving families in the project.

The walk to school aspect of the project further encourages the involvement of families and gives them a greater incentive to leave their cars behind where possible.

## **Steps 2 Summit is sustainable**

Key stake-holders could envisage how the project would evolve in years to come, with each child completing all the summits by the end of their time at primary school.

The fact that teachers could use the mountain hut training videos in their classroom, removed the barriers of poor weather or limited space, enabling children to maintain their levels of physical activity throughout the year.

The pilot schools are already choosing the parts of the project that they want to focus on next year and how they will involve their wider community.

The flexibility for the project to fit around existing commitments and priorities points towards a greater longevity.

## **Steps 2 Summit is necessary**

Current concerns about the future of school aged children are rife; childhood obesity and its related health concerns, the sedentary life lived by many of our children, mental health challenges faced at a younger age, lack of positive role models and an inability to cope with set-backs all mean that Steps 2 Summit could not be more timely.

By using Steps 2 Summit, schools can enable all children to be more physically active and teach them the importance of resilience and perseverance. By embracing this way of thinking at a young age, they will be able to carry these habits into their adult life and aspire to be explorers of the world.

# APPENDICES

## APPENDIX A

### Headteacher interview questions

1. How have you implemented Steps 2 Summit at your school?
2. What impact has the steps2summit project had in your school?
3. How do the summiteer skills compliment the ethos of your school?
4. How do you hope the Steps 2 Summit project might broaden the aspirations of the children at your school?
5. How do you envisage steps2summit growing at your school?

### Headteacher Responses

- i) R. Boswell - summiteer skills  
<https://vimeo.com/347463161/97e57bb1d5>
- ii) R. Boswell – increase in aspirations and variety of role models  
<https://vimeo.com/347463175/4eb77ec297>
- iii) R. Boswell - how it was implemented  
<https://vimeo.com/347463192/be5d65872a>
- iv) Z. Buxton – family involvement  
<https://vimeo.com/347472364/a1d40a6a95>
- v) Z. Buxton – inclusion of all abilities, social development, peer encouragement  
<https://vimeo.com/347472259/71682c5936>
- vi) Z. Buxton - Timetabling, mountain monitors, how the project is evolving  
<https://vimeo.com/347472011/6570e598b5>
- vii) Z. Buxton – thoughts on moving forward  
<https://vimeo.com/347470711/449db0ee26>
- viii) Z. Buxton - impact of physical activity on teaching and learning time  
<https://vimeo.com/347470090/e3ae1d9f9f>
- ix) Z. Buxton – moving forward, sharing the project with families, teachers using lessons  
<https://vimeo.com/347469546/aff74b41d6>
- x) Z. Buxton – linking and incorporating into the existing curriculum  
<https://vimeo.com/347469255/7149a19bfd>
- xi) Z. Buxton - Summiteer skill reward system to replace current awards  
<https://vimeo.com/347469348/ef3b2341a3>



## APPENDIX B

### PE Lead interview questions

1. How do the lessons and assemblies enhance the physical activity that the children do in the Steps 2 Summit project?
2. What impact have the summiteer skill lessons had on the children in your class?
3. How have the scanners made recording children's progress easier?
4. How have you used Steps 2 Summit in your school?
5. What has been the impact of the walking side of the project?
6. What contribution have the lessons made to the interest of the children?
7. What is on your development plan for next year?

### PE Lead Responses

- i) Summiteer skill lessons – D. Hill  
<https://vimeo.com/347464197/db954f65ab>
- ii) Using scanners to record walking – D. Hill  
<https://vimeo.com/347464348/7f52cd63c6>
- iii) Lessons and assemblies – D. Hill  
<https://vimeo.com/347464422/8f7ca8cc18>
- iv) Next steps in using steps 2 summit – C. Mills  
<https://vimeo.com/347468525/d486bf26c7>
- v) How steps 2 summit is being used, role of pupils, increase in stamina, competition – C. Mills  
<https://vimeo.com/347467972/3de906519a>
- vi) Teacher led walk and the impact on staff and children – C. Mills  
<https://vimeo.com/347468260/4018f02061>
- vii) Assemblies and their impact – C. Mills  
<https://vimeo.com/347467682/e6eda1b33c>
- viii) Inclusion of all children, intervention – C. Mills  
<https://vimeo.com/347467445/182604663a>
- ix) Impact of curriculum and summiteer skill lessons, parent involvement – C. Mills  
<https://vimeo.com/347466407/e246645a81>

## APPENDIX C

### Transcript of interview with a PE Governor Interview

1. Do you think the Steps 2 Summit project has been good use of your PE and Sport premium money? Has it given good value?

It is a good use of money; it has brought more competition for the children. This is a whole package where the children can see what they are doing. I like the scanners. This is something we've bought into now and will be here for years to come. It's not just for these children who are here now it is for future children too.

The money is a long lasting investment for the school. It's a really good investment.

Everybody can do it and can be supporting each other.

As it is a whole school project it involves all the children, no one feels like they are being left out.

You've got to think about the children for whom, this is what they shine at. This is what makes their day exciting for them. The fact that they are thinking we are going to do our steps and move up the board.

Investing money in this and pushing it an extra mile, I think is really good especially for some children who don't do a lot of walking when they get home they are in front of a box, they are sat down on an Xbox or a play station and it is the same at the weekend so we've really got to push it in schools.

2. Would you feel more confident talking to Ofsted about the physical activity happening in your school now compared to when you weren't using Steps 2 Summit?

I will be able to stand up and be proud and say that this has added value to our school, it is a whole school investment and it is actually meaning something to the children.

I am seeing the project in action every day. Our PE has definitely taken a steep climb in the right direction. We are battling with obesity and trying to be a healthy school. We are actually promoting children walking and being active, we're not just saying it we are doing it.

## APPENDIX D

### Interview with Year 3 class teacher

**1. What difference have the Steps 2 Summit walks made to your class?**

The Steps 2 Summit walks are a great way for all children to participate and be included in a physical activity and challenge. The teacher led walks are great for when you can feel your class flagging or they need a break from their learning. A brisk walk around the school grounds revitalises the children and once they return to the classroom they are refocused and ready for work again. The children are keen to participate in the playtime walks too and often talk about how far they have walked in a session and about the fact that they are getting closer to the summit.

**2. How easy has it been to use the curriculum and summiteer skills lessons?**

I have enjoyed teaching the curriculum and summiteer skills lessons. The lessons have been easy to follow and the PowerPoints are a useful and helpful way of guiding you through the lesson. I find the lessons are pitched correctly and hold the children's interest well. The lessons are resourced clearly and any extra items needed for a lesson as listed in the lesson plan. I also like the colour coded traffic light system that shows the difficulty of a lesson so you have an idea of how the children might find a lesson before you begin. Also if you are teaching the lessons as a focussed day, the traffic light system can help you decide the lesson order.

**3. What have the children got out of the Steps 2 Summit lessons?**

I think the children have got a lot out of the Steps 2 Summit lessons as it has broadened their horizons and increased their aspirations. The children have loved to hear the stories about the inspirational mountaineers and asked many interesting questions about their motives and their bravery. This has led the children to think differently about their own fears and how to overcome them and to perceive challenges in learning in a more positive and resilient way. The children have been extremely excited about the summiteer skills stickers and are very keen to demonstrate skills to earn a sticker. They are very proud that their skill is being recognised and displayed for all to see.

## APPENDIX E

### Teacher Questionnaire

1. How have you used Steps 2 Summit? Which bits of it have you used? If you haven't used any or parts of it, what have been the barriers stopping you?
2. What impact (if any) has steps to summit had on your classroom?
3. How has having the option of taking your class out for a walk during lesson time impacted on you and your children?
4. If you have taught any of the curriculum/summiteer skill lessons, were the lessons easy to find and use? Were they worth teaching?
5. Are the children engaged in the project? Do you have any anecdotal evidence? Things they have said to you or that you have heard them saying to friends?
6. How have the children responded to the summiteer skill stickers and what impact have they had (if any)?
7. Have the mountaineer monitors created more work for you? Have they been able to run it themselves or have you had to intervene a lot?

## **APPENDIX F**

### **Pupil Voice Questions**

1. How does it make you feel when you go on your walks?
2. How does it make you feel when you see your flag?
3. What have you enjoyed about the walking part of Steps 2 Summit?
4. Which of the summiteer skills do you think is the most important when you are climbing a mountain and why?
5. How does it feel to be a mountain monitor?
6. What did you learn about Eman Zabi? How might you use her attitude to help in your work?

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[www.steps2summit.co.uk](http://www.steps2summit.co.uk)