



## Active Learning Time (ALT) GUIDANCE & DEFINITIONS

Active Learning Time (ALT) is the average amount of time in a lesson or session that each child has the opportunity to move and to learn by doing. It includes:

- All kinds of vigorous and non-vigorous movement – including stretching, running, dancing, balancing, throwing and catching etc
- All opportunities to move, so including time allocated to prepare a performance (e.g. groups in a dance lesson)
- Time in games while the game is active (e.g. cricket while the ball is in play and active)

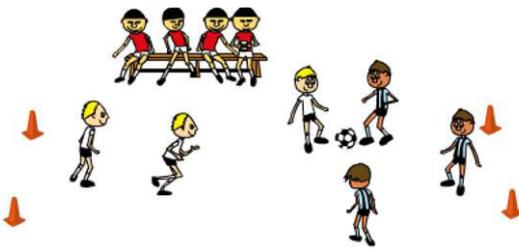
What time is **not** included in ALT?

- Listening to a teacher or coach – including instructions, Q&A, demonstrations, being put into groups, behaviour management, introductions to lessons, reviews of learning or any other class or group interventions
- Waiting for a turn to do something, as a substitute, in a queue, or in a team that is waiting to play
- Sitting out of an activity, because of poor behaviour, or because you were “out” (in dodge ball for example)
- Watching or assessing others perform



### QUEUES

Only the time spent moving and active should be counted as ALT. So if a queuing activity with 10 children lasts for 10 minutes, then that is 1 minute of ALT per child



### WAITING TO MOVE

Only the time spent moving and active should be counted as ALT. So if 10 children are playing for 10 minutes, but each child is only involved for 1/3 of the time, then that is 6.7 minutes of ALT per child



### TEACHER TIME

Time spent in teacher interventions is not counted as ALT. If the teacher intervenes at individual or small group level, rather than class group level, an estimate of the average intervention time per child is needed.



## Active Learning Time (ALT) RULES AND TIPS

### Suggested Rules for Observers

- Start timing when the group arrive for the session, or at the scheduled start time
- If the group is split into stations or carousels with different children doing different activities, then choose one child and monitor their ALT round the different stations
- Stop timing when the class is dismissed or when they leave the session venue
- When giving feedback to the teacher, include ideas for increasing ALT using the tips below

**EXAMPLE**

Start time	Brief description of activity	Why not 100% ALT?	ALT per child (mins)
9.03 – 9.08	<i>Teacher introduces lesson, puts children in pairs, find space, equipment given</i>	<i>No movement – it takes a two minutes to put children in pairs</i>	<i>0 min</i>
9.08 – 9.11	<i>Pairs throw and catch</i>	<i>Teacher intervenes twice, each intervention a minute long</i>	<i>1 min</i>
<i>etc</i>			

### Tips for increasing Active Learning Time

- Prepare the environment before the children arrive if possible
- Use YouTube video to prepare children to learn before lesson starts (flipped learning)
- During lesson: Activities where children are “out” should never be used (find ways for these children to re-enter the game)
- Try to keep group size to 4 or less, and keep queues to a minimum
- When doing individual technical work, each child should have their own piece of equipment (e.g. each child has a bean bag for throwing practice; or a ball each in football dribbling)
- Try to keep class interventions to no more than 2 minutes; where possible make effective, efficient interventions at individual or small group level
- Progressions to activities could be made without stopping the group where possible
- When putting children in pairs, teams or groups: Use coloured bibs to help you – give the children an individual activity to practice, and go round while they are active and put them into colours (i.e. don't stop the group to put children in teams)
- Give children an activity to do on return from breaks (e.g. an individual challenge)





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## Active Learning Time (ALT) MEASUREMENT SHEET

Start time	Brief description of activity	Why not 100% ALT?	ALT per child (mins)

Please refer to the ALT Guidance sheet; ALT is not a measure of quality of a lesson, activity or teacher