



Loughborough
University

A retrospective evaluation of the implementation of Kids Marathon

Anna Chalkley

NATIONAL CENTRE FOR
SPORT & EXERCISE MEDICINE
WORKING FOR HEALTH & WELLBEING



.....
#InspiringWinners since 1909

Presentation Aim

- To describe the application of implementation evaluation in a physical activity context, using Kids Marathon as a case study.

Bridging the (translation) gap

- A school based physical activity intervention is only so good as how and whether...
- It is adopted by the school
- Teachers and staff are equipped to deliver it
- Teachers choose to deliver it
- Teachers deliver it as intended
- Children receive it
- It is maintained

(Glasgow et al ,1999)



A new way of thinking in PA research

These differences require:

1. Distinct outcomes (*implementation* vs. *effectiveness*)
2. Distinctive focus on *processes and mechanisms* (vs. *impacts*)
3. Distinctive focus on *context* (vs. *intervention*)
4. Pragmatic orientation

Key characteristics of Implementation research

Systems perspective	Robust, practical goals	Research methods	Flexibility
Context is critical	Representativeness and reach	Rigorous	Multiplicity
Multilevel complexity	Generalisability	Rapid	Respect for diverse approaches
Focus on systems characteristics	Pragmatic	Adaptive	
	Scalability and Sustainability	Integration of methods	
		Relevance	

Kids Marathon (KM)



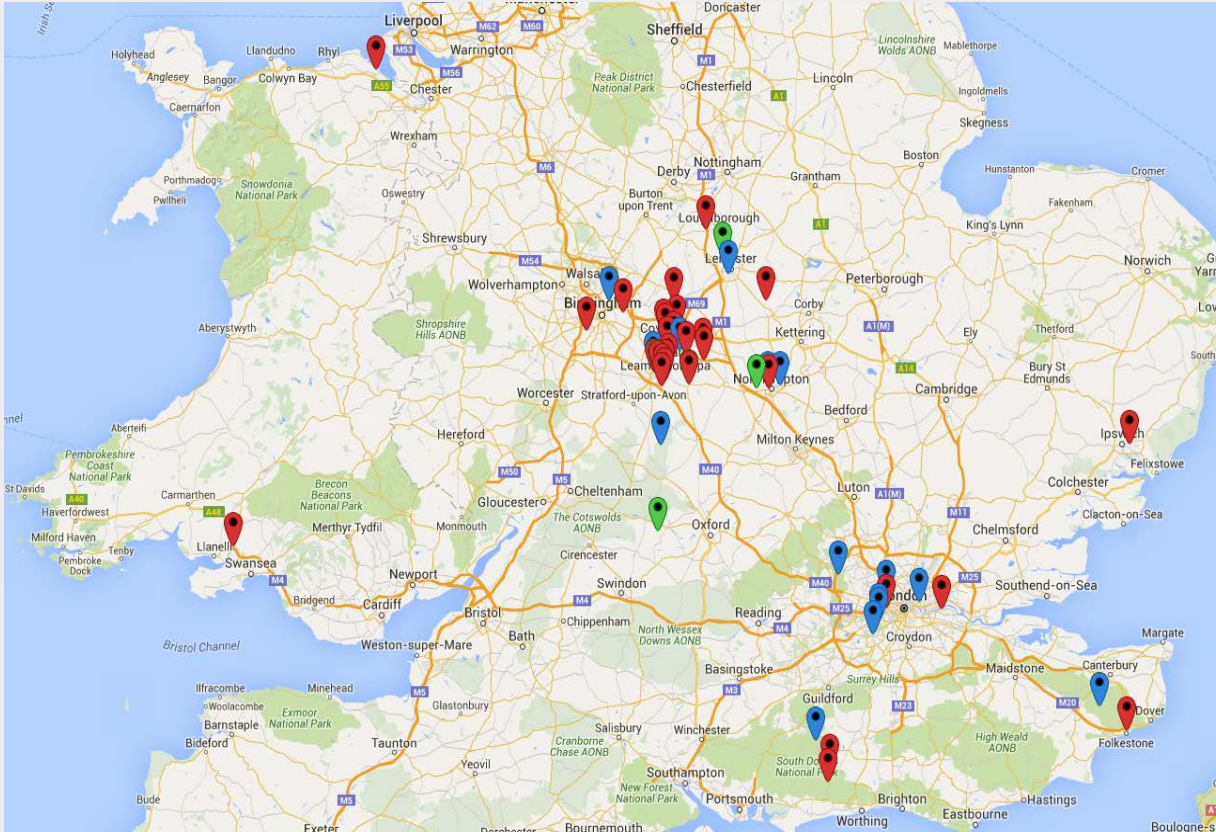
Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Year 1	100	150	200	250	300	350	400	450	500	550	600	650	700	750	800
Year 2	120	180	240	300	360	420	480	540	600	660	720	780	840	900	960
Year 3	140	210	280	350	420	490	560	630	700	770	840	910	980	1050	1120
Year 4	160	240	320	400	480	560	640	720	800	880	960	1040	1120	1200	1280
Year 5	180	270	360	450	540	630	720	810	900	990	1080	1170	1260	1350	1440

Phase 1 (January – July 2016)

- To retrospectively assess drivers and challenges to school's delivery of KM
- Understand differences in how the programme has been implemented between schools
- Assess children's understanding and perceptions of KM



Recruitment



- 21 school champion interviews
- 9 focus groups with 53 pupils



KM registered school not involved in evaluation



Teacher interview conducted



Teacher interview and pupil focus group conducted



Loughborough University

#InspiringWinners since 1909

Facilitators



- ✓ **That it is an appealing concept**
- ✓ **That there is flexibility in how it can be implemented**
- ✓ **That it compliments the school's current offer**
- ✓ **KM aligns well with the school's ethos**
- ✓ **When the programme is introduced to the school via a personal recommendation**
- ✓ **When the teacher becomes a champion for the project**
- ✓ **When used as part of a whole school approach**

Advantages



- Ability to use on a trial basis
- Removed many of the (actual and perceived) barriers to participating in activities for children
- Little or no cost to the school
- On-site support for the programme
- No knock-on to timetabling
- Monitoring information integrated into the programme and can be used in school

Challenges to implementation

“I’m not sure we were too clear actually, before he came in, actually what it was so I was holding off.”

“I think you probably do need a bit of a champion for it, and whilst I have been really enthusiastic, I actually didn’t have the time to do the admin around it.”

Comprehension of how the programme works in practice

?

?

?

Accessibility of programme information to teachers

Staff capacity

?

Outdoor space

?

Maintaining momentum

“I’ve had so many different initiatives email me over the years and to be honest you do put a lot of them in the bin.”

“One problem I’ve found is that our playground is not terribly big...there have been a few football/Marathon runner clashes as a result.”

“You have to kind of push it to the children.. So its finding lots of ways to keep them interested.”

Findings – pupil's perceptions of KM

“I like the Kids Marathon because before it came in all used to do was sit inside and but now Kids Marathon is encouraging me to get out and start getting active.”

Year 4 boy

“It’s not like a race, I don’t have to go my fastest I can just go my own pace but get exercise and fun.”

Year 5 girl

I think they could stop people cheating by having like a teacher doing the bands and that.

Year 5 boy

“Every time I just really want to try my hardest and try and beat my original place or number.”

Year 5 girl

“It’s a bit like home because there’s lots of other people there who are supporting you have you have other people running so it feels like home.”

Year 4 girl

“When you see how much you’ve got you think ‘oh I want to get to the next marker’ so I really want to get that sticker.”

Year 4 boy



Implications for practice

Individual: *Influences that directly effect the individual*

Promote use of goal setting

Provide regular feedback and supportive consistent messages

Recognise and reward effort

Adopt an inclusive approach

Create an experience that is fun

Focus on increasing total daily physical activity

Interpersonal: *Influences from relationships or the way people interact*

Promote parental awareness & engagement

Introduce challenges for children to do at home

Consider using a buddying system

Provide information to all staff & encourage staff to participate!

Implications for practice

Organisational – *Influences from the school setting*

Adopt a mastery climate promoting personal best

Provide access to facilities across the school day

Consider relaxing policies to allow participation e.g. clothing

Linking to topical events to provide a specific focus

Provide training for (extended) staff to facilitate participation

Make physical activity high profile within the school

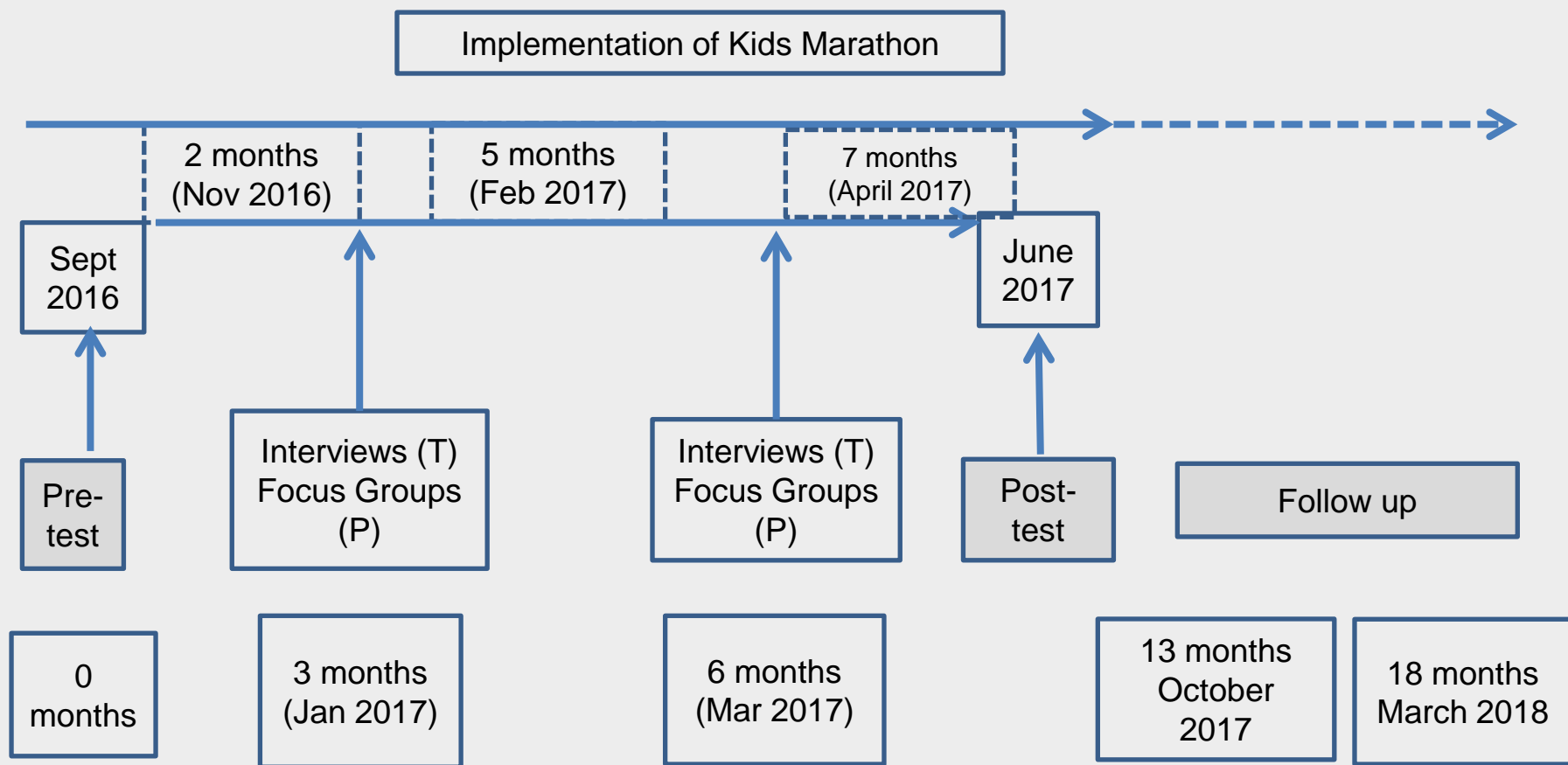
Use a multi-component approach including links to the curriculum

Consider creative use of space and facilities

Community – *Influences from the environment in which children live or spend their time*

Signpost to and build on opportunities available in the local area

Phase 2 September 2016 – March 2018



Acknowledgements



Dr Lauren Sherar, Dr Lorraine Cale, Dr Jo Harris, Dr Ash Routen, Dr Trish Gorely

For more information please contact

a.e.chalkley@lboro.ac.uk



@AnnaChalkley