



Departement Bewegingswetenschappen Physical Activity, Sport & Health Research Group

School Physical Activity Policy Assessment (S-PAPA) in Elementary Schools in Flanders

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Introduction

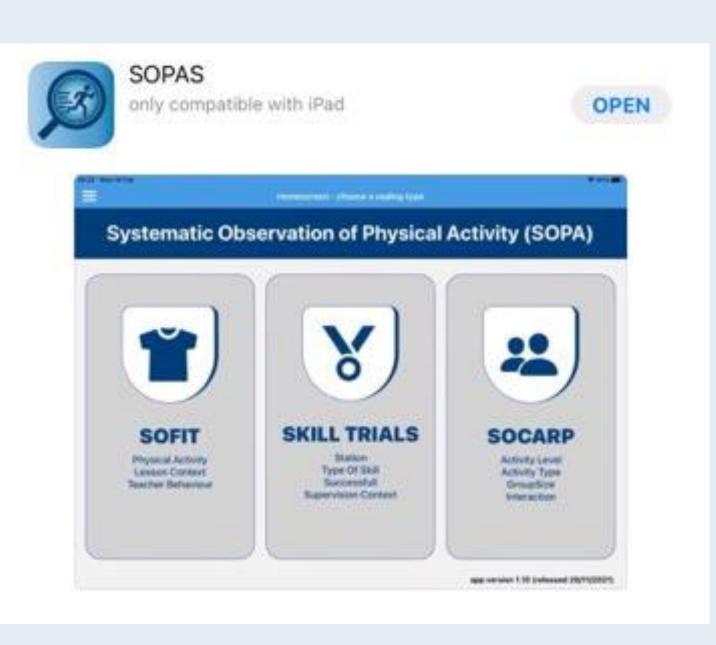
- Most children do not meet the 60 min MVPA/day (WHO)
- Policy can address physical education, recess, before during and after school programs

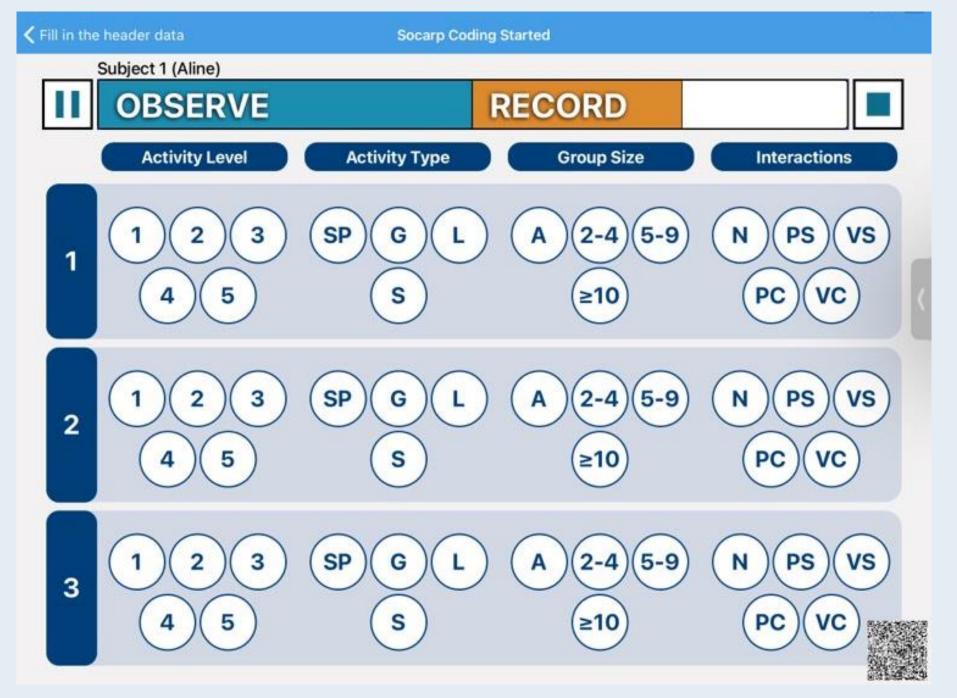
Purpose

Investigate school policies in Flanders (Belgium) concerning physical education, recess and before-duringafter school programs

Methods

- Convenience sample: 10 elementary schools: 2564 children
- Physical education teacher was interviewed (Dutch translation of S-PAPA)
- Trained interviewers conducted the interviews and data were reported descriptively





- System for Observing Children's Activity and Relationships during Play (SOCARP)
- SOPAS app

none

6-8 children/school



Results

	Yes (/10)											
>= 2 PE lessons/week	7											
>= 100 min PE/week	6	School	1	2	3	4	5	6	7	8	9	10
Number of students/PE teacher >24	5	Average MVPA	47	46	43	39	51	52	37	45	53	50
		(%) during										
Qualified PE teacher in kindergarten	3	recess										
Qualified PE teacher in elementary school	10	Lunch recess	30	30	45	70	45	30	45	50	45	30
		time (min)										
PE professional staff development >10h/year	1											

Physical education

Recess

Before and after school

- Written policy: Different assessment policy
- 8/10 compared to other subjects:
- Assess good behavior, effort and good attire:
- Written policy:
 - Recess time: 60-100min/day
 - Organize physical activities during recess: 5/10
 - Loose equipment available: ALL
- Written policy:
 - none

ALL

- Active transport promoted: ALL → Walking/biking
- Crossing assistance near school:

Conclusion

Few schools have a written policy for physical education or recess

ALL

- Student learning is not the main focus in the assessment of physical education
- Children generated between 37-52% MVPA during lunch recess

References

Ridgers, N. D., Stratton, G., & McKenzie, T. L. (2010). Reliability and validity of the System for Observing Children's Activity and Relationships during Play (SOCARP). Journal of Physical Activity and Health, 7(1), 17-25.

Lounsbery, M. A., McKenzie, T. L., Morrow, J. R., Holt, K. A., & Budnar, R. G. (2013). School physical activity policy assessment. Journal of Physical Activity and Health, 10(4), 496-503.