Curriculum Studies in Health and Physical Education

ISSN: 2574-2981 (Print) 2574-299X (Online) Journal homepage: www.tandfonline.com/journals/rasp21

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To cite this article: Tom van Rossum, Kevin Till, Sam Gregory, Thomas Mitchell, Ian Cowburn, David Cooke, Maura Hyland, Nici Pedley, Danielle Powell, Barnaby Sargent-Megicks & David Morley (24 Jul 2025): Exploring the feasibility of a 'Move to Sport' programme for secondary Physical Education, Curriculum Studies in Health and Physical Education, DOI: 10.1080/25742981.2025.2537057

To link to this article: https://doi.org/10.1080/25742981.2025.2537057

Published online: 24 Jul 2025.

CURRICULUM STUDIES IN HEALTH AND PHYSICAL EDUCATION
https://doi.org/10.1080/25742981.2025.2537057

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Exploring the feasibility of a 'Move to Sport' programme for secondary Physical Education

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ABSTRACT

A global decline in levels of movement competency and athleticism in children presents the urgent need to look at how to reverse this trend. Long term athletic development modelling proposes the habitual development of athleticism as a way to address this decline. Movement-based interventions have also been created in an attempt to improve children's movement competence. This study aimed to explore the feasibility of a co-produced movement and athleticism programme (Move to Sport [M2S]). M2S was used with seven participating PE teachers during secondary PE lessons over a 6-week period. Qualitative data were captured through mid-intervention interviews and a post-intervention focus group. Feasibility was measured using four dimensions of a feasibility framework; implementation, practicality, adaptation and integration. Findings suggest that M2S could be implemented within the structure of a typical PE lesson. Teachers reported that M2S supported the development of sport specific skills that linked well with other activities and sports in their curriculum and promoted inclusion. Teachers felt that M2S could be integrated as an assessment tool or targeted intervention for children of all abilities. The findings suggest that M2S could be a potential solution in addressing declining movement competence and athleticism in young people.

KEYWORDS

Movement competence; athleticism; assessment; pedagogy; games; intervention

Introduction

There are major global concerns surrounding the health and well-being of young people (World Health Organisation, 2024; van Sluijs et al., 2021; Guthold et al., 2020). These concerns are supported by low and declining levels of physical activity (Aubert et al., 2022), movement competence (Morley et al., 2015) and aerobic and muscular fitness (Sandercock & Cohen, 2019) worsened by the COVID-19 pandemic (Stavridou et al., 2021). As such, interventions are required to reverse these trends and increase levels

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of movement competence, fitness and physical activity. In these regards, recommendations have been made for (a) the implementation of movement competence (Burton et al., 2023; Robinson et al., 2015) (i.e. an individual's ability to perform a wide range of movement skill tasks, where outcomes are underpinned by movement quality, control and coordination; [Hulteen et al., 2018]); and, (b) athleticism (Lloyd et al., 2015a) (i.e. the ability to repeatedly perform a range of movements with precision and confidence in a variety of environments, which require competent levels of motor skills, strength, power, speed, agility, balance, coordination, and endurance; [Lloyd et al., 2015b]) interventions in youth sport and physical education (PE).

In the United Kingdom (UK), the National Curriculum for Physical Education (NCPE) (Department for Education [DfE], 2013) aims to ensure all pupils: (1) develop competence to excel in a broad range of physical activities; (2) are physically active for sustained periods of time; (3) engage in competitive sports and activities; and, (4) lead healthy, active lives. Recent evidence has challenged the traditional use of sports based curricula (O'Connor et al., 2022) encouraging broader learning and participation possibilities for young people aligned to movement competence and athleticism (O'Connor et al., 2022). Furthermore, a systematic review (Dudley et al., 2011) suggested providing teachers with ongoing professional development in using movement-based interventions was amongst the most effective strategies in improving children's movement competence. Based on these calls for action and current research evidence, the authors designed a multi-phase project to co-produce Move to Sport (M2S), a movement competence and fitness programme for children with secondary school PE teachers. Initially, teachers were engaged in the co-production of M2S (van Rossum et al., 2025). This current study explores the feasibility of M2S being used in PE lessons.

M2S aimed to: (1) improve children's movement competence and fitness, and (2) support a child's transition in PE between primary and secondary schools within the UK (age 11–12 years; Years 6-7). The M2S programme combined two previously developed artefacts (Movement Oriented Games Based Assessment [MOGBA], Morley, Rudd, et al., 2021; RAMPAGE, Till et al., 2021) as a starting point for the co-production of M2S with teachers. RAMPAGE was used as a framework for the session design, following the acronym; Raise, Activate, Mobilise, Prepare, Activity, Games, Evaluate; whereby each section was part of lesson delivery as illustrated in Figure 1 (see Till et al., 2021). MOGBA is a series of 14 activities to develop locomotor skills, object control skills, stability skills and combined complex movement skills (CMS). The 14 activities (see example of how to play and assess an activity in Figures 2 and 3) were designed as innovative, dynamic and fun games that are non-sport specific and therefore suitable for the transition from primary to secondary PE where children should build on and embed skills learned across a wider range of sports and activities (DfE, 2013). During the co-production of the M2S programme (van Rossum et al., 2025), it was recognised by teachers that the greatest demand for M2S was at the end of primary and start of secondary school. However, challenges included: (1) understanding how to combine movement-based and sport-specific approaches to delivering PE, (2) differentiation, and (3) modes of assessment. Therefore, whilst there is strong scientific evidence for movement and athletic development programmes (e.g. Lubans et al., 2010; Logan et al., 2015) alongside demand for M2S, potential concerns were raised about its implementation during the co-production process. The next logical step was to explore the feasibility of M2S

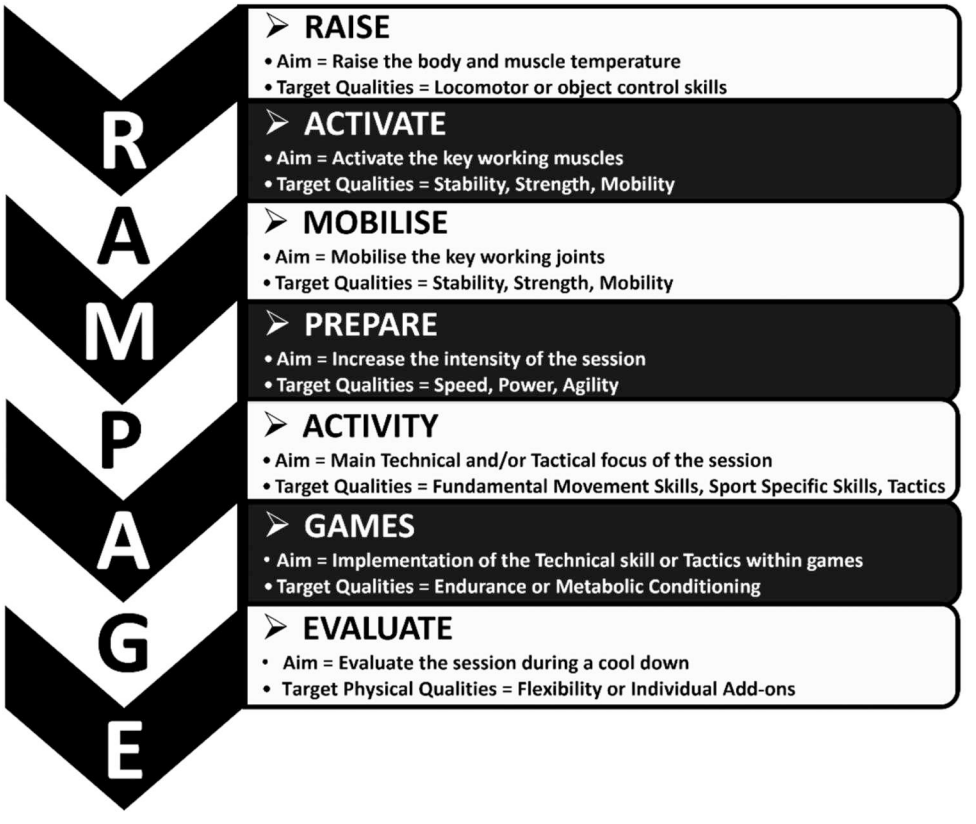

Figure 1. A RAMPAGE session plan template here.

being delivered by PE teachers within PE lessons in England, to understand the feasibility of the programme.

Feasibility studies are needed so that researchers can evaluate the suitability of a new intervention being implemented in a specific setting and to determine whether further efficacy testing is appropriate (Bowen et al., 2009). A range of barriers can affect the feasibility of new interventions; time, confidence of staff, space, and equipment requirements have all been reported as limitations (Otten et al., 2024; Cools et al., 2009). For this study, feasibility was measured according to four areas of focus described in Bowen's feasibility framework (2009): implementation, practicality, adaptation and integration. Therefore, the aim of this study was to explore to explore the feasibility (i.e. implementation, practicality, adaptation, integration) of the M2S programme being delivered within secondary school PE lessons.

Methodology

A qualitative feasibility trial was conducted with secondary school PE teachers in a large city in the north of England. Perspectives and experiences were elicited through mid-intervention interviews and a post-intervention focus group. A modified version of a feasibility framework (Bowen et al., 2009; see Table 1) was used to guide analysis, which offered a lens to focus on teachers' perceptions of the implementation, practicality, adaptation and integration of the M2S programme.

Figure 2. Example of a MOGBA activity (Space Invaders 3, Phase 3, Object Control) front of card 'Play it'.

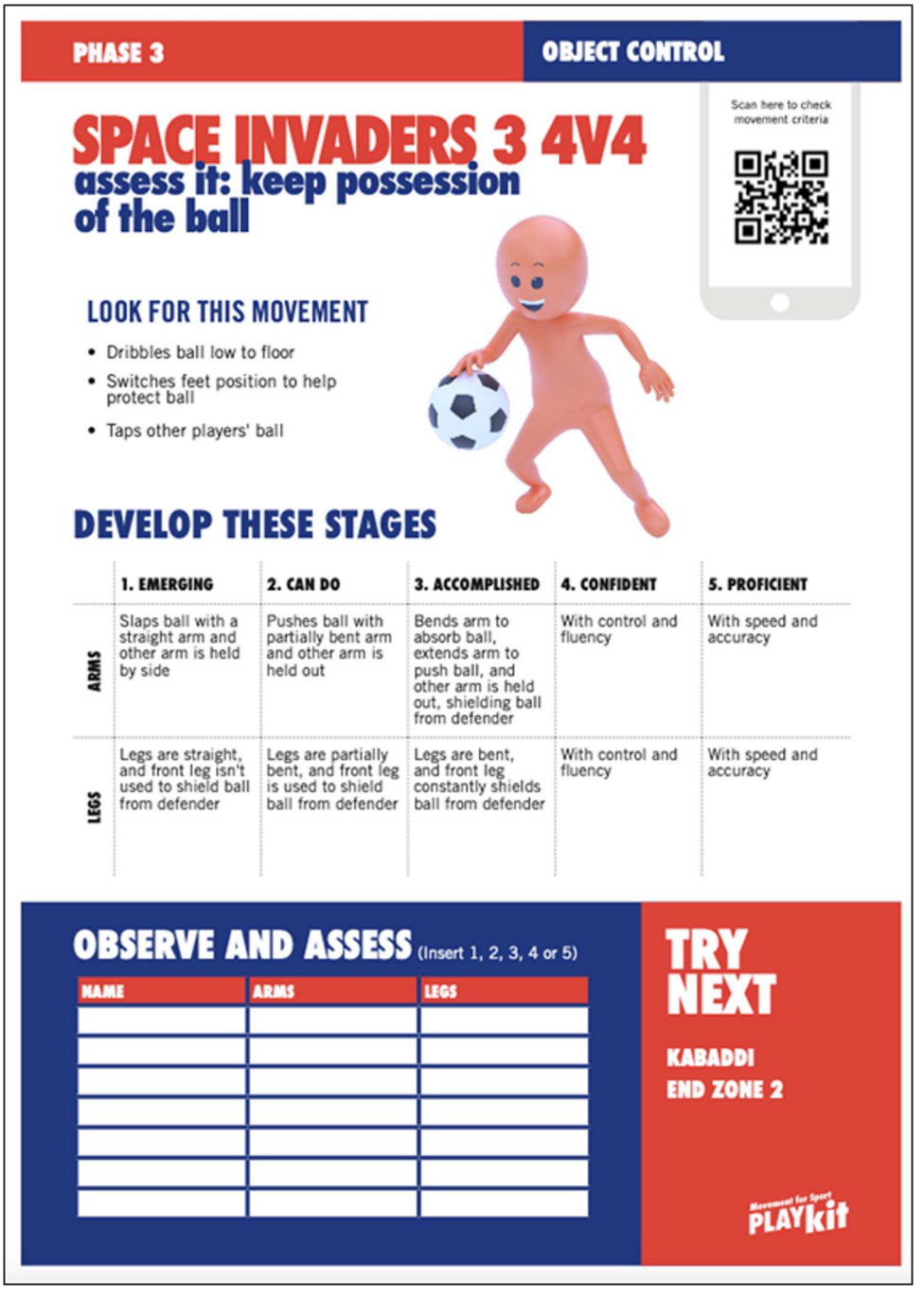

Figure 3. Example of a MOGBA activity (Space Invaders 3, Phase 3, Object Control) front of card 'Assess it'.

Table 1. Description of the modified version of the feasibility framework (adapted from Bowen et al., 2009).

Dimension	Area of interest	Sample outcome
Implementation	Focuses on the extent and manner in which M2S could be implemented as planned	Actual use, degree of execution, success or failure of execution, factors affecting execution
Practicality	The extent to which M2S can be delivered within the constraints of the school setting (e.g. time and resources)	Positive/negative effects on target participants, ability of participants to execute the programme
Adaptation	Focuses on changing the content or procedures of M2S to be appropriate	Degree to which similar outcomes are obtained in new format
Integration	Assesses how M2S can fit within existing school structures	Perceived fit within infrastructure, perceived sustainability, intent to continue use,

Recruitment and participants

Following an earlier phase of this project in which M2S was co-produced (van Rossum et al., 2025), the seven of the same secondary school teachers from five schools participated in this study. Participant characteristics are shown in Table 2. Ethics approval was granted by the Research Ethics Committee of the authors' institution. Prior to data collection, written consent was obtained from all participants.

Procedures

Each participant trialled M2S for six consecutive weeks within their normal, timetabled, PE lessons with Year 7 pupils (11 - 12 years). To reduce disruption to the participants' planned learning programmes during the intervention trial, there was agreement in the co-production process that M2S would be used in only one PE lesson per week. Mid-intervention interviews and a post-intervention focus group were conducted to measure the feasibility of M2S.

Interviews at mid-point

Interviews were conducted in each of the five participating schools during week three of the intervention. Participants in each school were offered a one-to-one or small group interview. In total, three one-to-one and two small group interviews (n = 2 participants in each) were conducted. Interviews took place during school hours lasting

Table 2. Participant characteristics.

Pseudonym name	Gender	Years' teaching experience	Role	Qualifications
Grace	F	8	Head of PE	Sports development and SCITT*
Rob	M	3	PE Teacher	Sports Coaching and SCITT
Ryan	M	15	PE Teacher	Sports Coaching SCITT
Matt	M	12	Head of PE	PGCE[a] PgCert Innovation in Education
Ruby	F	4	PE Teacher	Sports Coaching and PGCE
Josh	M	1	PE Teacher	Sport and exercise science and SCITT
Vicky	F	3	PE Teacher	Physical Education and SCITT

*SCITT (School Centred Initial Teacher Training.
[a]PGCE (Post graduate Certificate in Education).

approximately 25–40 min (mean: 31 min). Interviews were conducted in a quiet, private space in the school, such as an empty classroom or a staff office. An interview schedule was devised to explore the four dimensions of feasibility (Bowen et al., 2009) that were a focus of this study.

Post-intervention focus group

A 90 min post-intervention focus group was conducted involving all seven of the participating teachers. This was conducted at the lead author's university and facilitated by three of the authors (TVR, SG and IC).

To inform the creation of the focus group schedule, a preliminary analysis of the mid-intervention interview transcripts was conducted by one author (TVR) to search for and identity any unanswered questions, areas of ambiguity and disparities of usage that needed further enquiry (e.g. how was time used for different activities?). The schedule was finalised with input from two of the other authors (KT and DM).

Data analysis

The interviews and focus group were audio-recorded and transcribed verbatim. At this stage, all transcripts were anonymised and pseudonyms given to ensure confidentiality.

We followed Braun and Clarke's (2006) six-stage process for thematic analysis to guide the construction of themes and sub-themes. Initially, two authors (TVR and DM) read the transcripts of the interviews and focus groups to familiarise themselves with the data. For stage 2, deductive coding was carried out using an adapted version of the feasibility framework by Bowen et al. (2009) (using the dimensions of implementation, practicality, adaptation, and integration). During this process, selective coding took place and individual units of meaning attached to each theme (i.e. feasibility dimension) were represented by a short phrase (e.g. within the dimension of practicality, one passage of text was deemed to show *equipment and resources required for the games are readily available in schools*). For stage three, the same two authors revisited the transcripts and developed coding frameworks for each feasibility dimension. This process helped cluster related codes into potential sub-themes within the overarching themes defined by the feasibility framework. To review and finalise the thematic framework (stages four and five), a visual representation of each theme and connected sub-themes was constructed using PowerPoint (Microsoft). This allowed themes and sub-themes to be compared, resulting in duplicated sub-themes being removed or amalgamated (e.g. the sub-theme *application of skills* in practicality was re-positioned in the *relationship between M2S and sport* sub-theme in adaptation).

The findings are presented using rich, detailed descriptions that emphasise honesty and transparency as hallmarks of quality in qualitative research (Tracy, 2010). In keeping with the principles of authenticity in research as outlined by Guba et al. (2017), participants' perspectives are foregrounded through the inclusion of extensive verbatim excerpts. This approach allows readers to engage directly with the data, encouraging them to interpret meaning and construct their own understanding of the findings (Smith, 2018). In doing so, we prioritise the 'showing' of data in the Findings before transitioning to the interpretive 'telling' in the Discussion section.

Findings

Teachers' perceptions of the feasibility of M2S being used in PE lessons are presented within four higher order deductive themes drawing on Bowen et al.'s (2009) framework (implementation, practicality, adaptation, and integration). See Table 3 below for representation of the inductive sub-themes that emerged, illuminating perspectives of the suitability of M2S being used within PE in secondary schools.

Implementation

Factors leading to successful implementation

Teachers commented on the success of implementing M2S within the PE lessons. One teacher reflected on how well the components of the M2S framework provided a structure to the lesson and the range of activities linked together:

> Starting with the raise [the 'R' of RAMPAGE], that's fine, that's a warm up so that's always been successful. The activate part, it's really, really useful, being able to focus on one specific skill and then applying it into the games, at the start. Mobilise, same thing. Activate again, that's quite successful because you're progressing it on to something a little bit harder. And then the games and the activity, they were good as well. (Vicky)

The versatility of the activities within M2S were recognised, with teachers alluding to the ease in which they could use M2S and offer variations based on their context, for example:

> So, this afternoon I was changing a few things in mat rounders, unable to get some mats down to the astro-fields. So, being able to actually have some different exercises and use them as stations or activities of stations works quite well, but I think it's up to the teacher's interpretation; you could have endless possibilities of how it would work. (Rob)

Overall, as an indication of the wider success of implementation, one teacher aligned M2S to what Office for Standards in Education (Ofsted) were looking for when evaluating PE as a subject,

> I think the kids have taken to it really well … you look at the Ofsted report, it's so in line with what they want you to be looking at and where PE is currently lacking in terms of the functional ability to perform sport, and it does bridge that gap really well. (Josh)

Barriers to implementation

Notwithstanding the positivity expressed by teachers in how they could implement M2S in lessons, teachers were challenged by planning and incorporating appropriate amounts of the programme into their PE lessons. For example, one PE teacher noted:

Table 3. An overview of teachers' perceptions of the feasibility of M2S.

Higher order theme	Sub-theme
Implementation	Factors leading to successful implementation
	Barriers to implementation
Practicality	Demands of time
	Using the M2S resource
Adaptation	Relationship between M2S and sport
	Using M2S to promote inclusion
Integration	Integrating M2S as an assessment framework
	Integrating M2S into the existing PE curriculum

> I might be looking at a jump and loads of different movements rather than focusing on one and giving time for that movement to embed and then making those clear sport-specific links. (Matt)

Another teacher reflected upon how they used games they were familiar with from the M2S framework as they lacked confidence trying new activities and games:

> At times we steered away from some of the other activities because we've thought we're not as comfortable with that, or that might not work as well. (Ryan)

Practicality

Demands of time

When considering the practicalities of implementing M2S into their respective school settings, participants offered contrasting perspectives in relation to available lesson time. Some teachers were positive about the usability of the resources and the associated benefit on lesson timings:

> You've got an hour, with ten minutes either side for changing, it is pretty much 35, 40 minutes of activity. So you want to get as much practical in as you can which lends itself really well to MOGBA and RAMPAGE [M2S]. (Matt)

There was, however, some feeling amongst teachers in other school settings, perhaps with shorter lessons, that timing was a key challenge to implementing M2S:

> By the time you've warmed up, and set them up, and those bits and pieces you're just never getting through that (a whole resource card). (Rob)

> Trying to get everything into a 60 minute PE lesson, that's been a challenge. (Ryan)

It was felt by some participants that the nature of the M2S programme being new caused a barrier to timing:

> I managed today to get on to the actual game but in some lessons I didn't just because of explaining new games to them took a long time. (Vicky)

> Some of the difficulties with the activities in the first instance is just taking that time to explain them and explain the rules. And I guess we want to try and demonstrate it [the movement] in a perfect way [so] there's that tendency to try and get through explanations and now still have as much active time as possible. (Ryan)

Whilst some of the quotes above refer to the demands on time as a result of introducing new games or new activities, participants also mentioned timing constraints in relation to assessment:

> I was aware of the assessment tools and the last time I'd got it printed out I ran out of time. I think partly as well it's due to those habits that I've not formed in terms of using those assessment tools as well. (Rob)

Using the M2S resource

Overall, participants were very positive about the usability of the resources and collectively commented on their ease of use and practicality. For example:

> Looking through it, I think that's a real positive actually, it's just basic balls, cones, and it's very adaptable … I think it's really handy in terms of kit. (Ryan)

Participants also commented on the simplicity of the M2S resource (MOGBA activity) cards, allowing them to be easily used in lessons:

> The games, they're quite simple, and they're not very complex, and that's probably a real strength of it because you can pretty much pick up that resource card, and anyone can give it a go and try it in a lesson. (Grace)

> In terms of setting up and actually performing it, and explaining the actual games or the exercises, or activities I think they're quite simple. (Rob)

On the other hand, one participant had reservations around the links, or lack thereof, between different activities within the same session, suggesting the programme, at times, feels a little disjointed:

> The activities don't necessarily link together, and it's very difficult to find a lesson that actually has some sort of purpose rather than doing one exercise and moving on to the next exercise, and then not necessarily linking. (Ruby)

Adaptation

Relationship between M2S and sport

Teachers spoke of the effectiveness of being able to use M2S to develop sport specific skills and to make links into activities and sports:

> through MOGBA [activity cards] it allows us to implement them into a game rather than just like here's a lunge, right you'd put this into rugby, here's a lunge, you'd put this into doing a low shot in badminton. (Vicky)

> they're able to understand the movement, and then they were able to go "I would use this in basketball, tennis, football, rugby". (Ryan)

Teachers also spoke of how the activities could be tailored towards a specific sport by linking to extant activities in their current curricular provision:

> I did use a variation of Raid and I linked to rounders and fielding, and they enjoyed that. (Ruby)

> in the middle of a badminton lesson you could take out a specific skill, focus on the activate of that and then not do a badminton lesson. You could be like right we're going to play RAID; in the middle you can start with a bit of a badminton game, right we're focusing on the lunge, let's go into RAID, can you apply this in RAID, then can you apply this into badminton. (Josh)

Another teacher tailored the activities by aligning terminology used within the lesson to other sports:

> We'd try and use the terminology we were using in cricket for bowling, for batting, for fielding and link it to the movements that we were performing. So, a long barrier, you could turn it into a multidirectional lunge and use that terminology. (Matt)

Further support around the transfer of skills developed within M2S into activities outside the sporting domain were provided:

> It's about developing movement patterns so then when we do play sports in clubs outside of school, or when you play for school teams or if you play for your team outside of school, you are going to be a more effective performer eventually because you're going to be developing those movement patterns, more and more over time, and I think our kids will buy into that, definitely. (Matt)

There were, however, suggestions that adaptation was necessary to provide context for pupils to help their understanding of how M2S skills could be applied to different sports:

> So coming away from the game, doing an isolated movement and then having conversations around when would you lunge in a game of basketball, when do you need to jump in a game of basketball. (Rob)

In this regard, it was suggested that there was a need to unpack and explore the skills covered through M2S in sports specific situations:

> I found it helped with creating those sport-specific links – coming out of the game, having that holistic look and then going back in and then performing and seeing if it worked. (Matt)

Another teacher felt the focus on the movements was lost when transferring into the game:

> In our earlier sessions we were working on the lunge. But then when we got on to the game, so I think the first game that we did for the first couple of sessions was Kabaddi we found that the actual movement that we wanted to be applied into that game just got completely lost. (Josh)

Using M2S to promote inclusion

It was suggested that the non-sport specific messaging within M2S enhanced student engagement:

> Because it's titled up as M2S, it's disguised a little bit and less threatening and allows the students to get involved, and almost puts them at more of a level playing field and they just get on with it. (Rob)

Teachers felt that M2S was particularly beneficial for children with less developed competences than their peers. For example,

> Some of the lower ability students would probably appreciate them being told how to position their body, and maybe some of the basic things that as teachers we probably take for granted really that students would know how to do automatically; like setting off in that sprint position with opposite arm and leg kind of pose, as opposed to same arm and same leg. (Ryan)

Integration

Integrating M2S as an assessment framework

One of the most discussed ways in which M2S could be used was as an assessment tool for teachers to evaluate the students' ability:

> as a baseline for them [students] to come in and see where they're at, what movement patterns are the students showing. Then we can plan a curriculum that does show progress and has an impact on the physical capabilities, but then linking all the other things, as well, such as the leadership stuff, the analysing, the evaluation aspects of PE, as well. (Matt)

Similarly, another teacher suggested that M2S could be used to aid the transition from primary school to the first year in secondary schools:

> we see M2S as a really good tool for bridging that gap from primary school where they come in and they maybe haven't got that ability. It also works as a perfect tool for us to actually set our kids because of the nature of all the variety in the games. (Josh)

Additionally, it was indicated that M2S provided opportunities for self- and peer-assessment in relation to the quality of their movements:

> it's quite student-friendly in terms of a one, two or a three, and putting it on the board so that they can actually self and peer assess during the lesson. So, you could do it at the end of the T-time, and then again at square-ball, so what do you need to improve on, and getting them involved in their assessment. (Grace)

Integrating M2S into the existing PE curriculum

How M2S fits into a curriculum across different year groups to provide cohesive development was seen as a challenge and was discussed in some detail:

> I think the question mark is in terms of what it would replace in the curriculum, is – like the balancing act of trying to keep that broad and wide curriculum but something has got to give to introduce something which is effectively brand new … as I say we're pretty set that we are going to crowbar it in where we can, but I would say that's been the biggest discussion point in terms of what is going to give in the curriculum to make space for it. (Josh)

There was, however, a belief from some participants that M2S is well suited in Year 7[1] (the first year of secondary school) to support children as they transition from primary school:

> I would be very keen to put these into the department and definitely put them into the key stage three curriculum, especially starting at year seven, using these resources from the get-go, looking at students' movement patterns from the off, assessing the students from the off. (Grace)

It was also suggested that M2S could be used beyond the first years of secondary school to provide additional pathways or programmes of work for students based on ability:

> I think there's room for it in Key Stage 4 in particular with lower ability students. So, one of the things we've done in the past with Key Stage 4 students is give them pathway options, you know, so some students might choose a traditional games pathway … I think this could fall under one of those pathway options in Key Stage 4, whether that be Years 10/11 or 9, 10, and 11. You know, and we could call it a M2S pathway or whatever where students – or even just multi-sport, but it's the M2S that they're doing. (Ryan)

> The way I'm seeing it is would M2S – does it have to be blanket across a school's curriculum or could it be very targeted and more bespoke at whatever level that might be, whether it be at an intervention level or even a level where it might be seen as more of a coaching drill for more higher-level performance, rather than talking across it as a blanket-type approach? (Rob)

Discussion

The aim of this study was to assess the feasibility of Move 2 Sport, a movement competence and athleticism progamme co-designed with secondary school PE teachers, being used in PE lessons over a 6-week intervention period. Using an adapted feasibility

framework to analyse the data provided valuable insights into how the teachers perceived M2S across a range of dimensions as it was being delivered and reviewed.

Implementation

Teachers largely felt that they could implement the M2S programme within their PE lessons. The M2S activities provided a structure for the lesson and the versatility of the activities allowed for adaptations to be made depending on access to equipment and teaching space. Curriculum implementation within PE settings is seen to be a key facet of effective student-teacher relationships in PE settings (Monroe, 2005; Ennis, 2014). The findings within this study reflect this as teachers indicated that M2S enhanced the pupils' perceived enjoyment of a lesson.

Some teachers felt they lacked confidence to accommodate M2S within their planning and to deliver all aspects of M2S within the lesson. This barrier has been identified in other studies exploring curricular resources designed for teachers (Otten et al., 2024; van Rossum et al., 2024). Confidence levels of the teachers to implement M2S could have been influenced by what they had learnt through their teacher training (Lander et al., 2016), experiences of delivering PE (Biesta et al., 2015) and their current curriculum (Alfrey & O'Connor, 2020). In accordance with previous work (Otten et al., 2024; van Rossum et al., 2024), we suggest that providing additional pedagogical support, for example a programme of Continual Professional Development training or embedding guidance within a package of digital technology, could further enhance implementation by teachers who may have differing levels of knowledge and/or experience.

Practicality

Participants were positive about the simplicity of the M2S resource cards and the ease in which the activities could be set up within the PE lesson. Participants also identified some challenges with the practicalities of M2S from a timing perspective. Teachers in schools with PE lessons lasting under one hour had difficulties completing a whole activity card in the time allocated. Curtner-Smith (1999) and Casey (2012) have previously identified situational constraints as a key issue in the success of implementing new curriculum ideas and models in complex school settings. This suggests some adjustment to M2S might be required for specific situational constraints within schools.

A clear intersection between *demands of time* and the extent to which the assessment opportunities within M2S can be implemented were also identified by participants, whereby they were running out of time to complete the assessment elements of M2S. Given M2S emphasises the assessment of young people's movement competence, this is a particularly important finding. In line with the work of Penney et al. (2009) and López-Pastor et al. (2013), this suggests the participant teachers were viewing assessments in a traditional, summative manner or something to do at the end of the lesson at a fixed point in the learning process. Tolgfors (2018) advocates for an assessment for learning approach that positions assessment practice as an ongoing and continual part of the pedagogical process. This corresponds closely with the principles of assessment outlined in the MOGBA activity cards which emphasise the importance of

ongoing assessment for learning as well as assessment of learning. Therefore, any future development of M2S with teachers should consider how ongoing assessment for learning can be pedagogically aligned to its implementation.

In relation to the resources provided within M2S, teachers commented on their user-friendly content and suggested the materials were both simple and easy to understand. Teachers also liked that the games and activities introduced via M2S did not require any new or specialist equipment beyond that which would typically be found in their PE stores. Casey (2012) and Ennis (2013) have previously suggested that in order for 'real' and lasting change to occur in school settings, teachers need tangible and understandable resources to support such change with the removal of any situational or environmental barriers. Attempts to change practice have previously been shown to be more successful when they do not require specialist equipment and do not create wider situational and ecological constraints (Curtner-Smith, 1999) which highlights the practical benefits of M2S.

Adaptation

Teachers suggested that the decontextualised nature of the M2S programme enabled them to adapt the resources to provide sports specific contexts for the learner. This is not surprising given the M2S programme is underpinned by both the MOGBA and RAMPAGE frameworks, which prioritise the use of non-sport specific and innovative games to engage young people in locomotor, object control, and stability skills and combined CMS (Morley, Rudd, et al., 2021; Till et al., 2021). M2S therefore gives teachers the autonomy to make contextually sensitive sports-specific links, as was found with coaches using the MOGBA activity cards (Morley, Miller, et al., 2021). However, the findings provide a case to consider how to support teachers to implement the M2S programme in a meaningful way so that pupils understand its relevance to specific sports and activities.

Given the way that coaches had 'flavoured' their use of the MOGBA resource by linking the games to suit their existing sport delivery (Morley, Rudd, et al., 2021), it is unsurprising that teachers in this study had done the same. It appears that for some, M2S was used as an instrument to achieve the aims of the NCPE (DfE, 2013) to improve movement competence and support the transition into games and sports, albeit in a non-sport specific context. This does however suggest that teachers may have also felt the need to teach the sports and sport-related activities/skill development they were accustomed to, almost reverting to their normal delivery.

Teachers utilising M2S described how they believed those with lower levels of movement competence felt the programme was less threatening through the varying content offered. Furthermore, this enabled the increase of knowledge, providing them with the skills that could see them participate within some of the games (Wallhead & Ntoumanis, 2004). Aligning with broader literature (Dudley et al., 2011; Barnett et al., 2013), the perceived success of the programme was based upon the teachers' perceptions of improving their pupil's movement competence. More specifically, using M2S seemed to be judged positively through the perceived difference it made towards engagement, confidence and developing movement competence of those termed 'lower ability'. Most teachers worked with 'mixed-ability' groups and need to vary their content and activities to support all

pupils within their class (Francis et al., 2019). This suggests that M2S helps facilitate the delivery of lessons with mixed-ability groups with the available progressions and regressions of the activities supporting the transition into games and sport.

Integration

The flexibility afforded in the way that M2S could be implemented in lessons allowed for the different suggestions to integrate MS2 (e.g. baseline assessment, curriculum pathway) and is promising for potential future use. Integration negotiations were generally seen as structural (e.g. time and planning), recognised as a typical challenge with innovative curriculum integration (Harvey et al., 2020), rather than personal to the teachers, as they showed no inherent ideological or content-knowledge resistance to M2S. However, it is also possible that the co-produced element of M2S (van Rossum et al., 2025) means there was alignment between participant values and skillsets and M2S content.

Teachers discussed the use M2S as a complete programme as well as highlighting the potential use of components of M2S, for example use of the assessment framework or enabling peer- and self- assessment opportunities. This suggests that, in some cases, there is no integration without adaptation, and integrating M2S is a point of negotiation when it is adopted. The reasons behind some teachers' choosing to implement components of M2S rather than as a complete programme were not explicitly stated. Some data did point to the need to weave it amongst 'sports' as it was seen as 'not sport', suggesting the multi-movement programme of M2S does not cleanly fit in multi-sport-led curriculums, or that there is a resistance to adapt (Green et al., 2018). The flexibility of M2S to be used to flavour activities in-line with existing curriculum pathways was also seen to be an advantage, as has been discussed above. Using the programme in its parts is a mark of the inbuilt flexibility of M2S, perhaps promoting use, but it does risk losing a level of coherence to the outcomes of the programme and therefore impact if teachers simply 'pick and choose' what fits (Penney, 2013). For example, although utilising M2S as a benchmarking or assessment tool is a valuable approach, its effectiveness in supporting children's development may be diminished if it is not aligned with the concept of 'quality teaching' as outlined in the three message system advocated by Penney et al. (2009). Without critical consideration, there is a risk that M2S could become a content programme that is used in 'parts' rather than being implemented in its entirety as a movement competency and athletic development intervention programme. The inference was that a greater level of planning and infrastructure change may be needed to ease the integration of M2S within schools.

We recognise that a limitation of this study was that the participation sample were derived from teachers involved in the co-production of the programme. Given the process undertaken with participants in the initial co-production process to design M2S to be used in their current curriculum programmes, involving the initial co-creators was agreed as a pragmatic first step to evaluate the feasibility of M2S. The next phase of research should therefore explore the use of M2S by a broader sample of secondary PE teachers and teachers of PE in primary school, where M2S could prepare children for the transition to a sports focused curriculum in secondary school.

Conclusion

This study demonstrates that M2S is feasible to use in secondary school PE lessons. Teachers recognised that the programme is easy to understand and can be implemented within the constraints of a PE lesson (e.g. available equipment, space and time) which is positive to suggest its longer term adoption (Casey, 2012; Ennis, 2013). There were however some concerns that if PE lesson time is further contracted, the teacher may be required to modify their usage of the full M2S recourse taking into account the constraints of time that is available to them.

M2S affords teachers the flexibility to utilise aspects of the programme to influence and enhance their pedagogical strategies. Predominantly, this was through the use of M2S as an instrument to support assessment, both assessment for learning (e.g. self and peer assessment) and assessment of learning (e.g. to baseline and group students at the start of secondary school). Co-producing M2S with teachers (van Rossum et al., 2025) could be seen to be advantageous in designing a programme that is feasible for use in the environment it is intended to be used. Therefore, in harmony with the work of Smith and colleagues (2023), we suggest this to be a good practice for creating school-based interventions.

M2S was found to translate well with the NCPE (DfE, 2013) allowing teachers to use M2S to develop sport specific skills and to make links into activities within their lesson. The non-sport specific activities within M2S enhanced student engagement, which was particularly applicable with less competent children. This suggests that M2S could be a potential solution to declining movement competence and athleticism in young people. Future research is needed to explore the efficacy of M2S and examine the impact it may directly have on young people's movement competence and athleticism, in particular with girls and those from low socio-economic backgrounds, for whom there are well documented disparities in movement competence and access to supportive opportunities (Lopes et al., 2021).

Note

1. Key Stage 3 = Years 7, 8 and 9 (11–14 years). Key Stage 4 = Years 10 and 11 (14–16 years).

Disclosure statement

No potential conflict of interest was reported by the author(s).

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