

# School Travel Planning Toolkit

Education & Young People, Sustrans Scotland

This toolkit has been designed to assist with school travel planning and is based on the experiences of teachers, pupils, parents and school travel professionals across Scotland and the UK.

## What is a school travel plan?

School travel plans are simply a list of actions that a school agrees and commits to run as part of a whole school approach. Writing one should not be an onerous task and working together to put the plan into action can be fun and a great learning experience.

Many schools see their travel plan as an important component of becoming an excellent school, by supporting pupil's health, wellbeing and safety. Others develop School Travel Plans to address specific issues, such as a traffic problem or because of an incident, while others are working towards accreditations such as Eco-School's Green Flag or the Cycle Friendly School Award. Whatever the reason, the benefits of encouraging active travel are clear and a school travel plan can ensure you have a long-term vision for support at your school.

School travel plans are not designed with the intention of forcing every pupil to walk, cycle or scoot every day. Instead, school travel plans should reduce the barriers and increase the incentives to active travel for as many staff, pupils and parents as possible.

## What a school travel plan is:

- ✓ An opportunity to bring together teachers, parents, students, and communities.
- ✓ A way to encourage the whole school's commitment to active travel.
- ✓ A tool to develop teacher, parent and pupil skills.
- ✓ A way to gather data and show outcomes.
- ✓ A commitment to encouraging active travel and to supporting a healthy, happy school environment.

## What a school travel plan isn't:

- ✗ A long, exhaustive document.
- ✗ Something that takes a long time to develop.
- ✗ A one-off document that doesn't change.



## What a school travel plan should look like:

When it comes to school travel planning, there is no one approach that works for all schools. While we do recommend some content that is important to all plans, the style of your travel plan is up to you and could be anything from a formal document to a poster designed by students. The important thing is that it is achievable, has the support of your school faculty and engages the whole school community.

## Toolkit overview – 5 sections:

This toolkit has five sections, taking you through from the initial planning stages to implementing actions in your travel plan, to sharing your story.

1. Get support
2. Gather information
3. Take action
4. Review your plan
5. Share your story

## Support and resources:

If at any time you need support, contact our Sustrans Scotland Education and Young People team on 0131 346 1384 or by email at [schools-scotland@sustrans.org.uk](mailto:schools-scotland@sustrans.org.uk). For more information on resources, training, funding opportunities, and working with your local authority visit our website at [www.sustrans.org.uk/scotland/schools](http://www.sustrans.org.uk/scotland/schools).

# School Travel Planning Toolkit

## Section 1: Get support

Education & Young People, Sustrans Scotland

It's important to get the whole school community on board with your travel planning activities.

### Make the case

It's important to get the whole school community on board with your travel plan. You can use the information on our website on the policy context for school active travel in Scotland to make a strong case for supporting active travel at your school. Visit [www.sustrans.org.uk/scotland/schools/policy-context](http://www.sustrans.org.uk/scotland/schools/policy-context) for information. Highlights from this page include evidence that active travel to school:

- ✓ Supports and enriches delivery of the **Curriculum for Excellence** and helps to boost concentration and prepare pupils to learn and achieve.
- ✓ Supports the principles of **GIRFEC**, including Healthy, Achieving, Active and Responsible.
- ✓ Is recommended by the Chief Medical Officer (CMO) as way of meeting **physical activity requirements** and supports good **mental health and wellbeing**.
- ✓ Addresses **school traffic problems**, congestion and reduces emissions which contribute to poor air quality.

### Get a team together

Recruit other people to assist you and get pupils and parents involved from the start. We can help recruit and train parent volunteer to help you. Simply ask any volunteers you get to contact us at [volunteers-scotland@sustrans.org.uk](mailto:volunteers-scotland@sustrans.org.uk).



For guidance on getting a team together see our [Healthier Routes Chapter 5: The Travel Plan – Who to Involve](#).



### Make an announcement

Use your school newsletter, noticeboards, assemblies and/or other channels to announce that you're working on a school travel plan and explain why. Use this promotion to ask for assistance.

Some schools promote as they start writing their travel plan while others announce when then have completed it. Either way, it is important to emphasise the reasons your school has developed your travel plan and what you are trying to achieve with it.



For guidance see [Healthier Routes Chapter 9: Spreading the Message](#).

# School Travel Planning Toolkit

## Section 2: Gather information

Education & Young People, Sustrans Scotland

### Learn from other schools:

Our **Healthier Routes School Travel Planning in Action** films provide a series of examples and inspiration from schools around Scotland that have successfully implemented travel plans.

The films show how pupils can take the lead in developing active and sustainable school travel plans whether your school is in a rural, urban or semi-urban location. There are [11 film chapters all available on YouTube](#) and an accompanying [Teacher Guide](#).

### Get training:

There are a range of training opportunities available for school staff, parents and pupils in Scotland. Visit [Training for schools in Scotland](#) for an overview.

### Gather information:

Before deciding what actions you will include in your School Travel Plan, it's a good idea to gather information on current travel behaviours and to audit your school's facilities and local infrastructure to see if they support active travel.

#### • Auditing the area around your school

Is your school accessible by walking and cycling routes? Do pupils have somewhere safe and convenient to park their scooters and bikes? Is there traffic calming and/or a car exclusion zone around your school? Assess the built environment and facilities at your school to see whether they support safe active travel.

#### • Use the Big Street Survey tool

The Big Street Survey enables pupils to investigate the area and create a manifesto on how to make the streets around your school safer and more supportive of active travel. You can do the Big Street Survey during the development of your School Travel Plan or put it in the plan as an action to implement.



For guidance on assessing the environment around your school see Healthier Routes [Chapter 2: Why Don't We Walk](#) and [Chapter 3: The Problems](#).



#### • Survey pupils, parents and staff

It's good to establish a baseline of how pupils, parents and staff are traveling to your school and what their thoughts and concerns are around walking, cycling and scooting.

While you should tailor the questions to your school there are some main questions we recommend:

1. How do you travel to school most days?
2. What concerns do you currently have about walking/cycling/scooting to school?
3. What would encourage you to walk/cycle/scoot more often?
4. What do you like about walking/cycling/scooting to school?



For further guidance see [Healthier Routes Chapter 4: The Survey](#).

#### • Participate the Hands Up Scotland Survey

Each September, schools across Scotland complete the Hands Up Scotland Survey in class by asking pupils 'How do you normally travel to school?' Participating in the survey while developing your travel plan will allow you to gather information for your own school as well as contribute to valuable data gathering on a national level. Visit [www.sustrans.org.uk/scotland/schools/hands-scotland](http://www.sustrans.org.uk/scotland/schools/hands-scotland) for information.



# School Travel Planning Toolkit

## Section 3: Take action

### School travel plan template

Education & Young People, Sustrans Scotland

Our School Travel Plan: School name					
<b>Where are we now?</b> <i>(What are the motivators and concerns for developing our school travel plan? How are we currently travelling?)</i>					
<b>What do we want to change?</b>					
<b>Our targets:</b> 1. 2. 3. 4.					
<b>What can we do to reach our targets?</b> <i>(Action plan)</i>					
Action:	When	Who	Resources	Success measures	Impact
<b>What can we do next?</b>					

#### Tips:





- You can also include key points from the information you gathered e.g. highlights from your audit and/or survey.
- Have your pupils design a travel plan poster to make your plan more engaging.
- Send out a copy of your travel plan to parents and put copies of it in visible places at your school.








# School Travel Planning Toolkit

## Section 3: Take action

### Level 1 Curriculum for Excellence Links

Education & Young People, Sustrans Scotland

Description of section	Curriculum for Excellence links	Learning intention	Success criteria	Resources	Assessment criteria
<p>Name of the school</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School</li> <li><input checked="" type="checkbox"/> Website</li> <li><input checked="" type="checkbox"/> Roll number</li> <li><input checked="" type="checkbox"/> Staff number</li> </ul>	<p><b>LIT 1-26a, 1-06a, 1-05a</b></p>	<p>We are learning to select ideas and relevant information and organise these in an interesting way.</p>	<p>A good understanding of how to select ideas and relevant information and organise these in an interesting way.</p>	<p>Class resources.</p>	<p>Pupils can select and organise information.</p>
<p>Brief outline of what a travel plan is and why the school are developing one – overall vision.</p> 	<p><b>LIT 1-02a, 1-23a, 1-28a, 1-29a</b> <b>HWB 1-13a</b></p>	<p>We are learning to summarise a topic and pull out the most important points.</p>	<p>A good outline of the travel plan summarises what a school travel plan is and why the school is developing one.</p>	<p>Healthier Routes films Section 1: Our Journey to School and Section 2: Why don't We Walk. Healthier Routes Teacher Guide. Choose Another Way Booklet.</p>	<p>Pupils can verbally or in written form summarise what a school travel plan is and why the school is developing one.</p>
<p>Map of school's catchment area</p> 	<p><b>MTH 1-18a</b></p>	<p>We are learning how to use a grid system to understand a map of the school's area</p>	<p>A clear map of the schools shows all the relevant features and is easy to use and interpret.</p>	<p>Google maps</p>	<p>Pupils can locate features in the school catchment area using the grid system.</p>
<p>Promotion activities in the school – links/case studies/facilities in the school</p> 	<p><b>LIT 1-24a</b></p>	<p>We are learning how to present writing in an attractive and legible way.</p>	<p>A good understanding of how to present writing in an attractive and legible way.</p>	<p>Healthier Routes films Section 8: Making Links. Healthier Routes Teacher Guide. Choose Another Way Booklet.</p>	<p>Pupils can present a description of the school's facilities/promotion activities in an attractive and legible way.</p>
<p>Consultation and surveys</p> <ul style="list-style-type: none"> <li>– Hands Up Scotland Survey</li> <li>– Pupil/Parents/Staff Survey</li> <li>– Online Surveys</li> <li>– Collation</li> </ul> 	<p><b>LIT 1-05a, 1-09a</b> <b>MNU 1-20a, 1-20b, 1-03a</b> <b>MTH 1-21a, 1-07c</b></p>	<p>We are learning to write notes and how to develop and ask questions in a survey.</p>	<p>A good outline of the travel plan summarises what a school travel plan is and why the school is developing one.</p>	<p>Healthier Routes films Section 3: The Problems and Section 4: The Survey. Healthier Routes Teacher Guide. Choose Another Way Booklet.</p>	<p>Pupils can develop a clear and simple survey to collate relevant information.</p>





Description of section	Curriculum for Excellence links	Learning intention	Success criteria	Resources	Assessment criteria								
Doing a survey 	<b>LIT 1-07a, 1-09a</b>	We are learning how to use our questions to find out information from other people.	A good question provides useful information for the person asking it.	Healthier Routes films Section 3: The Problems and Section 4: The Survey.	Pupils can verbally ask relevant questions.								
Analysis and results How are people travelling now and how do you want them to travel in the future? Past travel – have things changed over time – why? 	<b>LIT 1-05a, 1-09a</b> <b>MNU 1-20a, 1-20b</b> <b>MTH 1-21a, 1-07c</b> <b>SOC 1-04a</b>	We are learning to represent the results/ data of our surveys in a clear pictorial way.	A good diagram/ pie chart/ presentation makes data easy to understand.	Healthier Routes films Section 6: Seeing Results. Healthier Routes Teacher Guide. Choose Another Way Booklet.	Pupils can present data in a diagram/ pie chart/ presentation.								
Presenting information from surveys 	<b>MNU 1-20b</b>	We are learning a range of ways to collect, sort and present information.	A good presentation of information makes it easy to follow and understand by a range of audiences.	Healthier Routes films Section 6: Seeing Results. Healthier Routes Teacher Guide. Choose Another Way Booklet.	Pupils can present information in a variety of ways.								
Using technology to display data 	<b>MTH 1-21a</b>	We are learning to use technology and other methods to display data, simply, clearly and accurately.	A good display of data makes it easy to understand and interpret by a range of audiences.	Healthier Routes films Section 6: Seeing Results. Healthier Routes Teacher Guide. Choose Another Way Booklet.	Pupils can use a variety of methods to display data.								
Developing an Action Plan/SMART (Specific, Measurable, Achievable, Realistic, Time-bound) <table border="1" data-bbox="55 1196 362 1285"> <thead> <tr> <th>Action</th> <th>How to achieve action</th> <th>Who is responsible</th> <th>By when</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Action	How to achieve action	Who is responsible	By when					<b>HWB 0-18a, 125a, 1-27a</b> <b>TCH 1-04b</b> <b>EXA 1-06a</b> <b>MNU 1-10b</b> <b>LIT 1-24a, 1-26a</b>	We are learning to use various methods to develop a Travel Action Plan.	A good action plan has a list of SMART actions with timeline, who responsible and how to achieve them.	Healthier Routes films Section 7: Keeping Going. Healthier Routes Teacher Guide. Choose Another Way Booklet.	Pupils can write a SMART Travel Action Plan.
Action	How to achieve action	Who is responsible	By when										
Collecting and presenting data <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Bike counts</i></li> <li><input checked="" type="checkbox"/> <i>Surveys</i></li> <li><input checked="" type="checkbox"/> <i>Scooter counts</i></li> <li><input checked="" type="checkbox"/> <i>Observation</i></li> </ul>	<b>MNU 1-20a, 1-20b</b>	We are learning about different ways to collect and present data.	A good collection and presentation of data makes it easy to understand.	Healthier Routes films Section 9: spreading the Message. Healthier Routes Teacher Guide. Choose Another Way Booklet.	Pupils can present data collected in a easy to understand way.								
How to travel safely 	<b>HWB 1-18a</b>	We are learning about how to travel safely.	A good understanding the safety issues associated with the different potential modes of transport.	Healthier Routes Teacher Guide. Choose Another Way Booklet.	Pupils can verbally or in written form show how to travel safely.								
Using computers 	<b>TCH 1-04a</b>	We are learning about using computers and how they can be applied in different learning contexts.	A good understanding of how to apply computers in different learning contexts.		Pupils can use computers in different contexts.								
Communicating creatively 	<b>TCH 1-04b</b>	We are learning about how to communicate our ideas in creative and engaging ways.	A good understanding of how to communicate ideas in creative, engaging ways.		Pupils can communicate verbally and in written form in creative and engaging ways.								

# School Travel Planning Toolkit








## Section 3: Take action

### Level 2 Curriculum for Excellence Links

Education & Young People, Sustrans Scotland

Description of section	Curriculum for Excellence links	Learning intention	Success criteria	Resources	Assessment criteria
<p>Name of the school</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School</li> <li><input checked="" type="checkbox"/> Website</li> <li><input checked="" type="checkbox"/> Roll number</li> <li><input checked="" type="checkbox"/> Staff number</li> </ul>	<p><b>LIT 2-26a, 2-06a, 2-05a</b></p>	<p>We are learning to select ideas and relevant information and organise these in an interesting way.</p>	<p>A good understanding of how to select ideas and relevant information and organise these in an interesting way.</p>	<p>Class resources.</p>	<p>Pupils can select and organise information.</p>
<p>Brief outline of what a travel plan is and why the school are developing one – overall vision.</p> 	<p><b>LIT 2-02a, 2-23a, 2-28a, 2-29a</b> <b>HWB 2-13a</b></p>	<p>We are learning to summarise a topic and pull out the most important points.</p>	<p>A good outline of the travel plan summarises what a school travel plan is and why the school is developing one.</p>	<p>Healthier Routes films Section 1: Our Journey to School and Section 2: Why don't We Walk. Healthier Routes Teacher Guide. Choose Another Way Booklet.</p>	<p>Pupils can verbally or in written form summarise what a school travel plan is and why the school is developing one.</p>
<p>Map of school's catchment area</p> 	<p><b>SOC 2-10a, 2-14a</b> <b>MTH 2-17d, 2-18a, 3-18a</b></p>	<p>We are learning how to use a grid system to understand a map of the school's area</p>	<p>A clear map of the schools shows all the relevant features and is easy to use and interpret.</p>	<p>Google maps</p>	<p>Pupils can locate features in the school catchment area using the grid system.</p>
<p>Promotion activities in the school – links/case studies/facilities in the school</p> 	<p><b>SOC 2-09a</b> <b>MTH 2-17c</b></p>	<p>We are learning how to present writing in an attractive and legible way.</p>	<p>A good understanding of how to present writing in an attractive and legible way.</p>	<p>Healthier Routes films Section 8: Making Links. Healthier Routes Teacher Guide. Choose Another Way Booklet.</p>	<p>Pupils can present a description of the school's facilities/promotion activities in an attractive and legible way.</p>
<p>Consultation and surveys</p> <ul style="list-style-type: none"> <li>– Hands Up Scotland Survey</li> <li>– Pupil/Parents/Staff Survey</li> <li>– Online Surveys</li> <li>– Collation</li> </ul> 	<p><b>LIT 2-05a, 2-09a</b> <b>MNU 2-20a, 2-20b, 2-03a,</b> <b>MTH 2-21a, 2-07c</b></p>	<p>We are learning to write notes and how to develop and ask questions in a survey.</p>	<p>A good outline of the travel plan summarises what a school travel plan is and why the school is developing one.</p>	<p>Healthier Routes films Section 3: The Problems and Section 4: The Survey. Healthier Routes Teacher Guide. Choose Another Way Booklet.</p>	<p>Pupils can develop a clear and simple survey to collate relevant information.</p>







Description of section	Curriculum for Excellence links	Learning intention	Success criteria	Resources	Assessment criteria								
Doing a survey 	<b>LIT 2-07a, 2-09a</b>	We are learning how to use our questions to find out information from other people.	A good question provides useful information for the person asking it.	Healthier Routes films Section 3: The Problems and Section 4: The Survey.	Pupils can verbally ask relevant questions.								
Analysis and results How are people travelling now and how do you want them to travel in the future? Past travel – have things changed over time – why? 	<b>LIT 2-05a</b> <b>MNU 2-20a, 2-20b</b> <b>MTH 2-21a, 2-07c</b> <b>SOC 2-04a</b>	We are learning to represent the results/ data of our surveys in a clear pictorial way.	A good diagram/ pie chart/ presentation makes data easy to understand.	Healthier Routes films Section 6: Seeing Results. Healthier Routes Teacher Guide. Choose Another Way Booklet.	Pupils can present data in a diagram/ pie chart/ presentation.								
Presenting information from surveys 	<b>MNU 2-20b</b>	We are learning a range of ways to collect, sort and present information.	A good presentation of information makes it easy to follow and understand by a range of audiences.	Healthier Routes films Section 6: Seeing Results. Healthier Routes Teacher Guide. Choose Another Way Booklet.	Pupils can present information in a variety of ways.								
Using technology to display data 	<b>MTH 2-21a</b> <b>MTH 3-21a</b>	We are learning to use technology and other methods to display data, simply, clearly and accurately.	A good display of data makes it easy to understand and interpret by a range of audiences.	Healthier Routes films Section 6: Seeing Results. Healthier Routes Teacher Guide. Choose Another Way Booklet.	Pupils can use a variety of methods to display data.								
Developing an Action Plan/SMART (Specific, Measurable, Achievable, Realistic, Time-bound) <table border="1" data-bbox="54 1198 362 1285"> <thead> <tr> <th>Action</th> <th>How to achieve action</th> <th>Who is responsible</th> <th>By when</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Action	How to achieve action	Who is responsible	By when					<b>HWB 2-18a, 2-27a</b> <b>TCH 2-04b</b> <b>EXA 2-06a</b> <b>MNU 2-10a, 2-10b, 2-10c</b> <b>LIT 2-24a, 2-26a</b>	We are learning to use various methods to develop a Travel Action Plan.	A good action plan has a list of SMART actions with timeline, who responsible and how to achieve them.	Healthier Routes films Section 7: Keeping Going. Healthier Routes Teacher Guide. Choose Another Way Booklet.	Pupils can write a SMART Travel Action Plan.
Action	How to achieve action	Who is responsible	By when										
Collecting and presenting data <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Bike counts</li> <li><input checked="" type="checkbox"/> Surveys</li> <li><input checked="" type="checkbox"/> Scooter counts</li> <li><input checked="" type="checkbox"/> Observation</li> </ul>	<b>MNU 2-20a, 2-20b</b>	We are learning about different ways to collect and present data.	A good collection and presentation of data makes it easy to understand.	Healthier Routes films Section 9: spreading the Message. Healthier Routes Teacher Guide. Choose Another Way Booklet.	Pupils can present data collected in a easy to understand way.								
How to travel safely 	<b>HWB 2-18a</b>	We are learning about how to travel safely.	A good understanding the safety issues associated with the different potential modes of transport.	Healthier Routes Teacher Guide. Choose Another Way Booklet.	Pupils can verbally or in written form show how to travel safely.								
Using computers 	<b>TCH 2-04a</b>	We are learning about using computers and how they can be applied in different learning contexts.	A good understanding of how to apply computers in different learning contexts.		Pupils can use computers in different contexts.								
Communicating creatively 	<b>TCH 2-04b</b>	We are learning about how to communicate our ideas in creative and engaging ways.	A good understanding of how to communicate ideas in creative, engaging ways.		Pupils can communicate verbally and in written form in creative and engaging ways.								








# School Travel Planning Toolkit

## Section 3: Take action

### Level 3 Curriculum for Excellence Links

Education & Young People, Sustrans Scotland

Description of section	Curriculum for Excellence links	Learning intention	Success criteria	Resources	Assessment criteria
<p>Name of the school</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School</li> <li><input checked="" type="checkbox"/> Website</li> <li><input checked="" type="checkbox"/> Roll number</li> <li><input checked="" type="checkbox"/> Staff number</li> </ul>	<p><b>LIT 3-26a, 3-06a, 3-05a</b></p>	<p>We are learning to select ideas and relevant information and organise these in an interesting way.</p>	<p>A good understanding of how to select ideas and relevant information and organise these in an interesting way.</p>	<p>Class resources.</p>	<p>Pupils can select and organise information.</p>
<p>Brief outline of what a travel plan is and why the school are developing one – overall vision.</p> 	<p><b>LIT 3-02a, 3-23a, 3-28a, 3-29a</b> <b>HWB 3-13a</b></p>	<p>We are learning to summarise a topic and pull out the most important points.</p>	<p>A good outline of the travel plan summarises what a school travel plan is and why the school is developing one.</p>	<p>Healthier Routes films Section 1: Our Journey to School and Section 2: Why don't We Walk. Healthier Routes Teacher Guide. Choose Another Way Booklet.</p>	<p>Pupils can verbally or in written form summarise what a school travel plan is and why the school is developing one.</p>
<p>Map of school's catchment area</p> 	<p><b>SOC 3-14a</b> <b>MTH 3-17b, 3-17c, 3-18a</b></p>	<p>We are learning how to use a grid system to understand a map of the school's area</p>	<p>A clear map of the schools shows all the relevant features and is easy to use and interpret.</p>	<p>Google maps</p>	<p>Pupils can locate features in the school catchment area using the grid system.</p>
<p>Promotion activities in the school – links/case studies/facilities in the school</p> 	<p><b>SOC 3-08a</b></p>	<p>We are learning how to present writing in an attractive and legible way.</p>	<p>A good understanding of how to present writing in an attractive and legible way.</p>	<p>Healthier Routes films Section 8: Making Links. Healthier Routes Teacher Guide. Choose Another Way Booklet.</p>	<p>Pupils can present a description of the school's facilities/promotion activities in an attractive and legible way.</p>
<p>Consultation and surveys</p> <ul style="list-style-type: none"> <li>– Hands Up Scotland Survey</li> <li>– Pupil/Parents/Staff Survey</li> <li>– Online Surveys</li> <li>– Collation</li> </ul> 	<p><b>LIT 3-05a, 3-09a</b> <b>MNU 3-20a, 3-03a</b> <b>MTH 3-21a, 3-07c</b></p>	<p>We are learning to write notes and how to develop and ask questions in a survey.</p>	<p>A good outline of the travel plan summarises what a school travel plan is and why the school is developing one.</p>	<p>Healthier Routes films Section 3: The Problems and Section 4: The Survey. Healthier Routes Teacher Guide. Choose Another Way Booklet.</p>	<p>Pupils can develop a clear and simple survey to collate relevant information.</p>

Description of section	Curriculum for Excellence links	Learning intention	Success criteria	Resources	Assessment criteria								
Doing a survey 	<b>LIT 3-07a, 3-09a</b>	We are learning how to use our questions to find out information from other people.	A good question provides useful information for the person asking it.	Healthier Routes films Section 3: The Problems and Section 4: The Survey.	Pupils can verbally ask relevant questions.								
Analysis and results How are people travelling now and how do you want them to travel in the future? Past travel – have things changed over time – why? 	<b>LIT 3-05a</b> <b>MNU 3-20a, 3-20b</b> <b>MTH 3-21a, 3-07c</b>	We are learning to represent the results/ data of our surveys in a clear pictorial way.	A good diagram/ pie chart/ presentation makes data easy to understand.	Healthier Routes films Section 6: Seeing Results. Healthier Routes Teacher Guide. Choose Another Way Booklet.	Pupils can present data in a diagram/ pie chart/ presentation.								
Presenting information from surveys 	<b>MNU 3-20b</b>	We are learning a range of ways to collect, sort and present information.	A good presentation of information makes it easy to follow and understand by a range of audiences.	Healthier Routes films Section 6: Seeing Results. Healthier Routes Teacher Guide. Choose Another Way Booklet.	Pupils can present information in a variety of ways.								
Using technology to display data 	<b>MTH 3-21a</b>	We are learning to use technology and other methods to display data, simply, clearly and accurately.	A good display of data makes it easy to understand and interpret by a range of audiences.	Healthier Routes films Section 6: Seeing Results. Healthier Routes Teacher Guide. Choose Another Way Booklet.	Pupils can use a variety of methods to display data.								
Developing an Action Plan/SMART (Specific, Measurable, Achievable, Realistic, Time-bound) <table border="1" data-bbox="55 1198 362 1285"> <thead> <tr> <th>Action</th> <th>How to achieve action</th> <th>Who is responsible</th> <th>By when</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Action	How to achieve action	Who is responsible	By when					<b>HWB 3-18a, 3-27a</b> <b>TCH 3-04b</b> <b>EXA 3-06a</b> <b>MNU 3-10a</b> <b>LIT 3-24a, 3-26a</b>	We are learning to use various methods to develop a Travel Action Plan.	A good action plan has a list of SMART actions with timeline, who responsible and how to achieve them.	Healthier Routes films Section 7: Keeping Going. Healthier Routes Teacher Guide. Choose Another Way Booklet.	Pupils can write a SMART Travel Action Plan.
Action	How to achieve action	Who is responsible	By when										
Collecting and presenting data <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Bike counts</li> <li><input checked="" type="checkbox"/> Surveys</li> <li><input checked="" type="checkbox"/> Scooter counts</li> <li><input checked="" type="checkbox"/> Observation</li> </ul>	<b>MNU 3-20a</b>	We are learning about different ways to collect and present data.	A good collection and presentation of data makes it easy to understand.	Healthier Routes films Section 9: spreading the Message. Healthier Routes Teacher Guide. Choose Another Way Booklet.	Pupils can present data collected in a easy to understand way.								
How to travel safely 	<b>HWB 3-18a</b>	We are learning about how to travel safely.	A good understanding the safety issues associated with the different potential modes of transport.	Healthier Routes Teacher Guide. Choose Another Way Booklet.	Pupils can verbally or in written form show how to travel safely.								
Using computers 	<b>TCH 3-04a</b>	We are learning about using computers and how they can be applied in different learning contexts.	A good understanding of how to apply computers in different learning contexts.		Pupils can use computers in different contexts.								
Communicating creatively 	<b>TCH 3-04b</b>	We are learning about how to communicate our ideas in creative and engaging ways.	A good understanding of how to communicate ideas in creative, engaging ways.		Pupils can communicate verbally and in written form in creative and engaging ways.								

# School Travel Planning Toolkit

Education & Young People, Sustrans Scotland

## Section 4: Review your plan

It is important to review your plan frequently to see how things are progressing, what impact your initiatives are having, and what future steps you might take.

Your school travel plan should include an action plan that lists each of the actions you are committing to run to support active travel at your school. In your Action Plan we recommend you include a section for each action that outlines what your success measures will be for each action and what impact it has on active travel participation at your school.



For guidance see Healthier Routes [Chapter 6 Seeing Results](#) and [Chapter 7 Keeping Going](#).

- **Healthier Routes Chapter 6: Seeing Results** [In this film](#) children from various schools demonstrate the differences that their STP has made to their routes to school. For example, in Dunbar Primary School most children now cycle to school, because their STP has made it safer for them to do so. Watch the short film to see top things you can do in your travel plan and what outcomes you can achieve.

- **Healthier Routes Chapter 7: Keeping Going** The [Keeping Going film](#) looks at what you can do to keep developing your school travel plan once it's up and running. This film outlines how to review your plan to be aware of problems that haven't been resolved and to identify new actions to take. For example, Dunbar Primary School was so successful at encouraging cycling that they needed more bike parking.

## Section 5: Share your story

It's important to tell others what you've done to develop and implement your school travel plan so that other schools can get inspiration and new ideas.

You can fill out the case study form on our website or email us your story at [schools-scotland@sustrans.org.uk](mailto:schools-scotland@sustrans.org.uk).

Useful information includes:

- Your name and role
- Contact details
- School name
- Your local authority area
- If you are nursery / primary / secondary
- Pupil roll number

Relevant questions:

1. What motivated you to take action to support active travel at your school?
2. What actions have you taken to support active travel at your school?
3. What outcomes have you seen?
4. Can you provide any images of the actions you have taken?
5. Can you provide any quotes from pupils, parents or staff about the actions you've taken?
6. What steps are you planning to take in the future?
7. Have you accessed Safer Routes to School or School Cycle and Scooter Parking funding from Sustrans?
8. Have you worked with any organisations to help you take action e.g. Cycling Scotland, Living Streets Scotland
9. Have you signed up to any school awards schemes such as Cycle Friendly School or Eco Schools? Yes / No / Which?