Subjective measures of TL are recommended as a holistic approach to supporting the sport endeavours of WB across an academic year, could prompt a more monitoring this balance (Bourdon et al, 2017) and are load. Self-reporting questionnaires are a means of in addition to the variety and volume of sport training a stress response. Namely social pressures, examination to consider the contribution of wider factors that illicit recovery relationship for young athletes, it is appropriate training) and recovery. When considering the stress-ensure balance exists between stress (competition and The priority of an athletic development programme is to performance being incredibly complex. However, consistent data collection will help to understand how an individual responds to training. For this case study we used the Acute: Chronic-Workload Ratio (Gabbett, 2016, Blanch and Gabbett, 2015) to compare rolling averages between a 7 day and 28-day period. Across the academic year, a general indication of WB was also recorded daily by the student, using a questionnaire assessing behaviours and feelings (Figure 1). Bi-weekly discussions took place with the to review the TL and WB figures reported, with a focus on significant peaks/troughs in responses.

Monitoring Training Load and Wellbeing: Working towards a holistic approach. Geoff Marshall, Teacher of PE and Sport

Introduction
The priority of an athletic development programme is to ensure balance exists between stress (competition and training) and recovery. When considering the stress-recovery relationship for young athletes, it is appropriate to consider the contribution of wider factors that illicit a stress response. Namely social pressures, examination stress and maturational related hormonal fluctuation, in addition to the variety and volume of sport training load. Self-reporting questionnaires are a means of monitoring this balance (Bourdon et al, 2017) and are used in youth sport, though perhaps less so within a school setting. The purpose of this case study was to explore how monitoring training load (TL) and wellbeing (WB) across an academic year, could prompt a more holistic approach to supporting the sport endeavours of a middle school student.

Method
Subjective measures of TL are recommended as a primary means of recording training stimulus (Gabbett, 2016, Gabbett, 2010). Load is quantified through a sessional rating of perceived exertion (from 1–easy, to 10—maximal effort) multiplied by the duration of activity, with a summation of every activity completed throughout the week. Such data needs to be meaningfully analysed to inform future training decisions, with the relationship between training and performance being incredibly complex. However, consistent data collection will help to understand how an individual responds to training. For this case study we used the Acute: Chronic-Workload Ratio (Gabbett, 2016, Blanch and Gabbett, 2015) to compare rolling averages between a 7 day and 28-day period.

Across the academic year, a general indication of WB was also recorded daily by the student, using a questionnaire assessing behaviours and feelings (Figure 1). Bi-weekly discussions took place with the to review the TL and WB figures reported, with a focus on significant peaks/troughs in responses.

Findings
Training load
There was just one significant increase in TL highlighted in week 5 of the Michaelmas term (Figure 2), this resulted in injury and a disruption to training for the following two weeks. The residual effects of this can be seen across the remainder of the term. It is well documented that TL increases are likely to result in injury or illness (Gabbett, 2016; Blanch and Gabbett, 2015). Collecting data, as we have in this case study, provides an opportunity to track and inform future training decisions.

Discussion
The WB questionnaire prompted conversations that otherwise wouldn’t have occurred and went some way to supporting holistic development across an academic year, not limited to sport commitment or academic achievement alone. Measuring wellbeing allowed for self-reflection and provided an opportunity to explore perceptions of stress and ways to build some tolerance to it. Stress can be interpreted as a ‘mismatch between individual’s perceptions of the demands of the task and their perceptions of their resources for coping with them’ (Stokes and Kite, 2017). This case study could be described as an exercise in stress management, and highlights the benefits of exploring an individual’s thresholds, and how a students’ resources might be bolstered to mitigate against overwhelming responses to events in school life.

Future Considerations
There is an opportunity to extend use of these questionnaires to a wider group of students as a means of prompting some more detailed and consistent self-reflection. This wouldn’t necessarily need to be isolated to sport and potentially including student scholars across academia, music, art and drama could prove a worthwhile step towards monitoring how useful this process is for all students. Of course, the WB questionnaire would need to be edited to ensure appropriate statements relevant to each subject. Additionally, students could use such tools to support their Middle School Diploma and manage their reflections – if tutors had access to this data it might inform conversations in the support of pastoral care.

Wellbeing
The “Wellbeing” part of the TLWD has also been useful, most all of for identifying when something is wrong. Sickness and fatigue, for instance, are both factors in the Wellbeing section, and both can be indicators of overtraining. By monitoring these things through the Wellbeing section, I’ve also been able to see when things other than my regular training are having more of an impact on me than I thought. One example of this was DofE which led to a massive dip in my wellbeing. Part of the reason for this was that I carried on training as usual afterwards, in fact increasing my wellbeing. Part of the reason for this was DofE which led to a massive dip in my wellbeing. Of course, the wellbeing document that I could see a consistent dip in my wellbeing that showed me I should probably be taking the training easy as DofE had clearly had a larger impact on me than I thought.

Student Reflection
I have found the Training Load and Wellbeing Document (TLWD) to be an essential part in my training during my time at Sevenoaks.

Training Load
One of the key benefits of the “Training load” part of the TLWD is my ability to effectively monitor how much training I am doing in any given week. In running, knowing when to ‘push’ or ‘pull’ the amount of training you do is essential: you need to both maintain a high level of training while not increasing too quickly due to risk of injury. It’s also often all too easy to miss a couple sessions and forget about it, or to replace them with easier work, but doing this often has a negative effect on training. Therefore, the greatest use of the TLWD for me is that it gives me the ability to compare my training load week on week and ensure that I’m being consistent. This is something that I’ve improved during my time at Sevenoaks, and the results have improved with it.

WELLBEING

**Figure 1** The eight-point daily wellbeing assessment questionnaire, with a reporting scale of -3 to +3 representing strongly agreeing or disagreeing with each of the statements, summatting a holistic indication of wellbeing.

**Figure 2**. The visual relationship between measures of training load and measures of wellbeing across a twelve-month period. Blue lines are a daily response and Red Lines are Weekly. * For TL denotes a value that is significantly above the injury risk threshold. * For Wellbeing denotes a value that is significantly lower than the average daily assessment of wellbeing.

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