

School Games Mark Guidance

2022/23

Please note if you are a Special School or a PRU there is a guidance document specifically for your setting that you will need to refer to.



BRONZE CRITERIA

Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
<p>We have worked with our SGO on at least 1 of the School Games outcomes this academic year.</p>	<p>The School Games outcomes for 2022/23 are as follows:</p> <p>Outcome 1 Maintaining and growing your school's engagement in the School Games and your delivery of 60 active minutes for every child.</p> <p>Outcome 2 Creating positive experiences by ensuring physical activity and competition provision is designed to reflect the motivation, competence and confidence of your young people and has a clear intent.</p> <p>Outcome 3 A clear focus on transition points (e.g. Yr.3 and Yr. 6/7 as well as those in 3 tier systems) and how secondary schools are engaging in the School, Games.</p> <p>Outcome 4 Creating positive experiences that support the character developmet of targeted young people.</p> <p>Outcome 5 Advocating to key stakeholders how the School Games makes a meaningful difference to the lives of children and young people, including engaging and educating parents.</p>	<p>Your SGO will verify this so be clear in your mind when and how you have worked with them and what the impact of this partnership has been for your school.</p>	<p>Possible types of evidence that schools could use to prove they have met this criterion are:</p> <ul style="list-style-type: none"> • Strategic documents such as Development/Action Plans, Subject Reports (for example for governors) and Pupil Survey Results. • Communications with the school community such as Posters, Noticeboards, Social Media posts or other school communications. • Evidence from events or interventions such as Photographs, Results or Reports. • Engagement with tools such as Active School Planner, Inclusive Health Check, the Positive Experience in Competition toolkit. • Events and blogs posted to the school dashboard on the School Games website. 	<p>This will be a y/n dropdown box.</p>

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<p>We deliver one or more targeted opportunities for those young people who need it most through the School Games either through intra or inter competition/events.</p>	<p>Examples include, but aren't restricted to; those young people who have suffered as a result of COVID either emotionally, socially or physically, those young people who do not participate in any after school opportunities, pupil premium, SEND, etc.</p>	<p>Your SGO will verify this and may ask to see evidence such as registers and or attendance at events.</p>	<p>Use your School Development Plan to identify the groups who your school will be targeting throughout the year and seek help from your SGO to find the events to support the active recovery of these groups.</p>	<p>This will be a y/n dropdown box.</p>
<p>We believe in the vision and mission of the School Games and are committed to physical activity and delivering positive experiences.</p>	<p>This is about how the School Games can make a difference to those young people that are the least active and/or addresses inequalities that some young people face through putting PE, School Sport, physical activity and play at the heart of school life. We want every young person to have a positive experience so that they want to do more. This for some young people will mean that we measure success in different ways so that it's not always about being the tallest, fastest or strongest and that we prepare them effectively for competitions/events so that they can achieve their personal best.</p>	<p>Your SGO will verify this and may ask to see evidence information that you share with parents or governors for example.</p>	<p>Read the Vision & Mission on the School Games website. Consider the breadth and balance of your offer (intra/inter, leadership, transition and the 'active schools' agenda). Does it have something that will engage the least active or those students who face inequality in any way? Are the experiences you provide all delivered in the same way or do you adapt delivery to allow children to engage and progress at the right level for them?</p>	<p>This will be a y/n dropdown box.</p>
<p>We are aware of the term physical literacy as a school</p>	<p>Physical Literacy can be described as the motivation, confidence, physical competence, knowledge and understanding that provides pupils with the movement foundation for lifelong participation in physical activity.</p> <p>Physical literacy encourages us to look at physical activity engagement through a different lens. It considers each individual's physical, emotional and mental engagement in physical activity; how they behave, think and take part.</p> <p>As such Physical Literacy brings enduring value to the curriculum and forms the basis for an effective PE, School Sport and Physical Activity school offer.</p> <p>The School Games plays an important role in supporting Physical Literacy through carefully targeted competitions/ events and through supporting children to be active throughout the day.</p>	<p>Your SGO will verify this and may ask to see where the awareness of Physical Literacy has been shared within your school – for example at staff meetings, governors meeting or on notice boards.</p>	<p>Seek help from your SGO to find effective ways to start to think about Physical Literacy for your school staff and wider community.</p>	<p>This will be a y/n dropdown box.</p>

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<p>We have completed the Inclusive Health Check tool on our dashboard.</p>	<p>This tool is designed to help you place equality and inclusion at the heart of your School Games offer. It will support you in ensuring the School Games can make an inspiring and meaningful difference to young people, considering specialist populations such as for example young people with SEND, ethnically diverse communities, girls, faith groups, and children eligible for pupil premium. It also signposts you to a range of excellent resources and training from a wide range of equality partners.</p>	<p>The Inclusive Health Check has been redesigned to encompass equality and is a tool that's designed to complement whole school improvement. It's designed to be used as part of a process rather than a one-off check and covers SEND, ethnicity, gender, age and LGBTQ+ topics with training resources provided by our equality partners.</p> <p>Your SGO will verify your use of the tool. There are no right and wrong answers to the IHC but it can guide you towards specific equality elements in your School Games and PE planning to include every pupil.</p>	<p>Don't rush completing the tool, start with strategic direction and then choose the different elements that would help your school the most. With brilliant resources provided by our partners and printable action plans it's an ideal tool to help you demonstrate how equality is a central part of your whole school planning process.</p>	<p>This will be a y/n dropdown box.</p>
<p>We have completed a heatmap this year in the Active School Planner as part of our approach to supporting 60 active minutes. (Primary only)</p>	<p>The Active School Planner is a tool for primary schools to track and improve physical activity levels in their pupils www.activeschoolplanner.org.</p> <p>It incorporates:</p> <ul style="list-style-type: none"> • Activity Heatmap (self-review and planning tool) • evidence supporting impact on whole-school outcomes; • best practice and recommendations; • signposting to advice, support and provision for primary schools; • reports to demonstrate progress and impact. 	<p>Completing a heat map for your whole school, class groups or specific cohorts will help you quickly understand how active pupils are during the school week. You may wish to use the heatmap in your whole school planning and development as you show your schools commitment to become and active school.</p>	<p>You may choose to focus on whole class groups or you might want to track and follow specific groups of young people who would benefit from increasing the amount of physical activity they take part in.</p>	<p>This will be a y/n dropdown box.</p> <p>Alternative tools can be used but please speak to your SGO in the first instance as they will need to verify your application and therefore understand any alternative tools.</p>

SILVER CRITERIA

Outcome	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
1	Your school has a clearly planned approach to 60 active minutes and in particular the 30 minutes that schools are driving for every child within your school day.	<p>This is about your provision over and above your timetabled Physical Education time. This is about how you are encouraging your young people to be physically active across the school day and beyond.</p> <p>This needs to be planned for and meet the needs of your young people. Examples include wake and shake time in every lesson, active maths lessons, cycle to school programmes to name a few.</p>	Your SGO will verify this and so you should be able to evidence how your school is adhering to the Chief Medical Officer's recommendations. Tools such as the Active Schools Planner or other such tools would be good evidence as well as timetable overviews SLT meetings etc.	Ask your SGO for help! They may be running training or have case studies which can help you deliver more activity during the school day. Consider completing an Active School Planner heatmap to show you where you might want to prioritise development and find suggestions to help you create more activity.	<p>This will be a y/n dropdown box.</p> <p>You will be asked via selecting drop down boxes about some examples of what you are currently delivering – your responses will not affect your score.</p>
2	All of your intra competition offer has clearly defined intent.	We know that competition does so much more than tell young people who is the best at a certain sport or activity! What is it that you want your pupils to learn from taking part in your intra-school competitions? Creating events by starting with clear intent will ensure you maximise engagement, learning and enjoyment.	Your SGO will verify this and so you should be able to evidence your timetable of intra competitions/events over the year and what the difference is that you are trying to make to the young people through these.	Download the Positive Experiences in Competition toolkit – watch the videos and complete the simple tasks to help make sure your events work to create a positive experience for all your students.	<p>This will be a y/n dropdown box.</p> <p>You will be asked via selecting drop down boxes about some examples of intent examples that you are currently delivering – your responses will not affect your score. We also would like to know what sports/activities you are using to engage your young people; this will be a table where you will tick the relevant options for intra and where you are also engaging in inter competitions/events.</p>
	We have formalised ways of getting feedback from our young people after their inter competition/events experiences to support that we are on board with promoting positive experiences of competition/events.	We're used to building in feedback to all aspects of school life nowadays – whether taking on board marking/ feedback from a piece of work before designing the next steps or consulting on changes to uniforms or extra-curricular programmes. Talking directly to the young people you want to engage and listening to their needs creates ownership of the activity and a stronger sense of belonging in school.	Your SGO will verify this and so you should be able to evidence your understanding of positive experiences and how you have put this into practice to ensure that young people aren't just being exposed to competitions/events coldly but that they are adequately prepared and know what to expect so that they can be their best.	Can you ask a group of leaders to conduct a brief survey, run a focus group or write a simple report/case study following each event? School Sport Organising Crews are groups that may be set up by a school, with the support of their SGO to do this and many more things that can help already busy Subject Leaders!	<p>This will be a y/n dropdown box.</p> <p>You will be asked via selecting drop down boxes about some examples</p>
3	We understand which young people would benefit from some School Games interventions to aid their transition and have liaised with our SGO about these young people and potential opportunities.	This shows that your school understands that the School Games can make a difference to those young people that are the least active and/or addresses inequalities that some young people face.	Your SGO will verify this and so you should be able to evidence which groups of young people would benefit most.	<p>Download the Positive Experiences in Competition toolkit – reflect on the advice regarding identifying the young people in greatest need (STEP 1).</p> <p>Engage with your SGO as soon as you are able – see what from their offer of events, leadership opportunities, transition support and 60 Active Minutes work you can engage with to support your priority groups.</p>	<p>This will be a y/n dropdown box.</p> <p>You will be asked via selecting drop down boxes about some examples of cohorts of young people that you are currently targeting and the types of interventions that you would like to see or are already engaged in – your responses will not affect your score and are optional.</p>

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4	We have a clear process to engage and glean our young people's views on our offer school sport and physical activity offer.	<p>The first step in understanding what competition experience is appropriate for your target group of young people is understanding their motivations, competence and confidence to take part.</p> <p>Consultation can help you to identify the barriers that prevent young people from taking part to help you to remove them from any competition experience you look to provide.</p>	Your SGO will verify this and so you should be able to share your approach with them.	Download the Positive Experiences in Competition toolkit – consider the tips on how to consult young people (STEP 2) and consider setting up a School Sport Organising Crew if you haven't done so already – your SGO will be able to help you to do this.	<p>This will be a y/n dropdown box.</p> <p>You will be asked via selecting drop down boxes about some examples of how you achieve this – your responses will not affect your score and are optional.</p>
5	We communicate our School Games competition logistics to our parents.	To secure the best engagement from young people you may also wish to enlist the support of their parents/carers. This can help them understand why their child has been chosen to take part and what the event aims to achieve so that they can celebrate this with them.	Your SGO will verify this and so you should be able to share your approach with them and evidence this.	Download the Positive Experiences in Competition toolkit – how might you communicate logistics with parents (STEP 5)? How would you respond to the key questions set out in the document?	<p>This will be a y/n dropdown box.</p> <p>You will be asked via selecting drop down boxes about some examples of how you achieve this – your responses will not affect your score and are optional.</p>
Physical Literacy	We understand the elements of physical literacy, and how this impacts our young people.	Physical literacy is the motivation, confidence, physical competence, knowledge and understanding of individuals and how this influences the way they value and take responsibility for engaging in physical activities for life. Physical literacy provides clear direction for nurturing a lifelong engagement in physical activity that can positively contribute to one's overall quality of life. Physical literacy encourages us to look at physical activity engagement through a different lens. It considers each individual's physical, emotional and mental engagement in physical activity; how they behave, think and take part. We want you to consider the above when planning your opportunities.	Your SGO will verify this and may ask where your clear understanding of PL can be seen within your school – for example through the design of staff training or messages to the wider school community.	<p>Seek help from your SGO to find effective ways to develop the different elements of Physical Literacy in your school staff and wider community.</p> <p>Seek opportunities within the School Games calendar to engage different young people in events, competitions which meet their needs and helps them further develop their physical literacy. Test the impact of these opportunities on young people by speaking to them about any changes to their habits, behaviours and attitudes (STEP 2 of the Positive Experiences in Competition toolkit might help with consulting children).</p>	This will be a y/n dropdown box.

GOLD CRITERIA

Outcome	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
1	You are delivering 30 active minutes for 30% of your school population and are tracking their 30 minutes take up (or not) beyond school.	This is about your provision over and above your timetabled Physical Education time and about how you are encouraging your young people to be physically active across the school day and beyond.	Your SGO will verify this and so you should be able to evidence how your school is adhering to the Chief Medical Officer's recommendations. Tools such as the Active School Planner or other such tools would be good evidence as well as timetable overviews, etc.	Ask your SGO for help! They may be running training or have case studies which can help you deliver more activity during the school day. Consider completing an Active School Planner heatmap to show you where you might want to prioritise development and start registers, records and/or surveys to capture which students are active and when.	This will be a y/n dropdown box. You will be asked via selecting drop down boxes about some examples of what you are currently delivering and how you are tracking their engagement beyond school – your responses will not affect your score.
2	You have identified those young people that would benefit most from your intra competition offer and can evidence they are engaged in this.	This shows that you are using intra competition in the most appropriate way – when your children are competent enough to engage and when their motivation and confidence are matched to the types of event you are offering. Using your school data and intelligence is important here, identifying which cohorts of young people would benefit most through being engaged.	Your SGO will verify this and so you should be able to evidence your timetable of intra competitions/events over the year and what the difference is that you are trying to make to the young people through these as well as the uptake and impact – did you achieve what you set out to?	Download the Positive Experiences in Competition toolkit – consider the tips on how to consult young people (STEP 2) on which experiences/ formats would suit them best.	This will be a y/n dropdown box You will be asked via selecting drop down boxes about some examples of intent examples that you are currently delivering – your responses will not affect your score. We also would like to know what sports/activities you are using to engage your young people; this will be a table where you will tick the relevant options for intra.
	We provide opportunities for our young people to practice and prepare ahead of all their inter competition experience and give reflection time afterwards in line with positive experiences research.	As with other aspects of the school curriculum properly preparing for new experiences gives children confidence that they know what to expect and that they have the skills and knowledge they'll need to make the event a positive one.	Your SGO will verify this and so you should be able to evidence your understanding of positive experiences and how you have put this into practice to ensure that young people aren't just being exposed to competitions/events coldly but that they are adequately prepared and know what to expect so that they can be their best.	Download the Positive Experiences in Competition toolkit – consider how you can best help participants to prepare (STEP 5) and what can be done to help young people recall the positive aspects of engagement (STEP 8)?	This will be a y/n dropdown box. You will need to evidence these interventions. We also would like to know what sports/activities you are using to engage your young people; this will be a table where you will tick the relevant options for inter.
3	We have identified those young people that would benefit most from some transition support, and have an offer that focuses specifically on those young people developed with our SGO.	This shows that your school is committed to using the opportunities within your local School Games offer to make a difference to those young people that are the least active and/or address inequalities that some young people face. Transition points can be critical for some young people and this is a key focus for your SGO so working with them to identify and support these young people is the key here.	Your SGO will verify this and so you should be able to evidence which groups of young people would/ have benefited most.	Download the Positive Experiences in Competition toolkit – reflect on the advice regarding identifying the young people in greatest need (STEP 1). Engage with your SGO as soon as you are able – see what from their offer of events, leadership opportunities, transition support and 60 Active Minutes work you can engage with to support your priority groups.	This will be a y/n dropdown box. You will be asked via selecting drop down boxes about some examples of cohorts of young people that you are currently targeting and the types of interventions that you would like to see or are already engaged in and the difference this has made to the young people – your responses will not affect your score and are optional.

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4	We have a formal structure to engage our young people through Sports Leaders, School Games Crews or Committees and use them to support our offer.	To support the personal development of their young people, many schools seek to provide a range of volunteering opportunities connected to the School Games. Roles vary in order to engage an array of pupils with differing skills and levels of confidence and also to add volunteer capacity to support your schools' provision.	Your SGO will verify this and so you should be able to share your approach with them.	Consider setting up a School Sport Organising Crew if you haven't done so already – you can find more out more about this by contacting your SGO or by searching 'SSOC' within the resources section of your School Games dashboard.	This will be a y/n dropdown box along with some numbers involved that you will need to input. There will be further drop down boxes to capture the type of leadership opportunity that you provide and how once engaged and trained these young people are helping you with your delivery of your School Games offer. You will be asked via selecting drop down boxes about some examples of how you achieve this – your responses will not affect your score and are optional.
5	We share with our parents our competition intent and ask the same of other external providers engaging with our school.	To secure the best engagement from young people we may also wish to enlist the support of their parents/ carers and other providers. This can help them to understand why they have been chosen to take part and what the event aims to achieve so that they can celebrate this with the children. Being clear and having solid expectations of others involved in your provision from outside of your school is key here. If they are still using the score or fastest, strongest as the single measure of success then that isn't in keeping with the principles of the School Games. You need to be clear on how your are challenging this with the partners that you are working with.	Your SGO will verify this and so you should be able to share your approach with them and evidence this.	Download the Positive Experiences in Competition toolkit – how might you communicate intent with parents (STEP 5)? How would you respond to the key questions set out in the document?	This will be a y/n dropdown box. You will be asked via selecting drop down boxes about some examples of how you achieve this and what other providers you are engaging with – your responses will not affect your score and are optional.
Physical Literacy	We are able to demonstrate our commitment to physical literacy through our offer to our young people.	Physical literacy is the motivation, confidence, physical competence, knowledge and understanding of individuals and how this influences the way they value and take responsibility for engaging in physical activities for life. Physical literacy provides clear direction for nurturing a lifelong engagement in physical activity that can positively contribute to one's overall quality of life. Physical literacy encourages us to look at physical activity engagement through a different lens. It considers each individual's physical, emotional and mental engagement in physical activity; how they behave, think and take part. We want you to consider the above when planning your opportunities.	Your SGO will verify this and may ask where your clear commitment of PL can be seen within your school – for example through the design of your PE curriculum, the way which your lessons build on not just physical competence but nurture personal development, or the targeted nature of your varied extra-curricular programme.	Seek help from your SGO to find effective ways to develop the different elements of Physical Literacy in your school staff and wider community. Seek opportunities within the School Games calendar to engage different young people in events, competitions which meet their needs and helps them further develop their physical literacy. Ensure you clearly understand the intent of the opportunities you create/engage with, the impact you expect them to have on your young people and the role they will play in further developing the participants Physical Literacy.	This will be a y/n dropdown box.

PLATINUM CRITERIA

*only applicable to schools who can demonstrate they have achieved the gold standard in 2016/2017, 2017/2018, 2018/2019, 2021/2022 and 2022/2023
Schools are asked to select one area to share your learning from

Criterion	Explanation	Top Tips	Examples of Supporting Evidence
<ul style="list-style-type: none"> • Demonstrate how you are engaging all young people in the School Games and evidence how you know they are benefiting. • Demonstrate how you are a physically literate school and how this positively impacts on your young people. • Demonstrate how you are developing and co-creating your offer with your young people. • Demonstrate your understanding of young people's motivations and how you build this into your offer. • Demonstrate how you have embedded positive experiences of competition into offer and how this has made a difference to your uptake. • Demonstrate how have you ensured that you have developed and maintained 60 active minutes across your school. 	<p>We want to learn and gain some insights into where schools are in their engagement in the evolution of the School Games. We want to understand what it takes to be a fully engaged and committed school to help others on their journey of change. To that end we will look for some narrative from your school to demonstrate the impact and meaningful difference you are making. In the first instance this will be through a case study application.</p>	<p>It's over to you!</p> <p>You have shown consistent engagement with the School Games, it's mission and values over the past 5 years or more. Applying for a Platinum award enables you to showcase where your school has been able to have exceptional impact. Schools will choose a case study area which fits an impressive aspect of their provision and present this impact in a way of their choosing – get creative! You may choose to write a case study (template supplied), put forward a narrative written by a third party, share a video case study presented by your pupils – whatever way try to address the areas covered by the case study template to ensure your submission has the best chance of success!</p>	<p>For a Platinum award it is expected that applications will only be made following consultation with your SGO. They will therefore be aware of the range of evidence your school has to support their current and past award submissions.</p> <p>Keep in touch with your SGO they will help you collate and demonstrate all the positive things you do to encourage physical activity and sport for your students.</p>

The use of media and social media to promote your School Games offer and engagement should should take GDPR into account and your school's commitment to the data you may hold as well as following your own school policy.

We will ensure that any mention of the potential use of social media includes advice from the Child Protection In Sport Unit (CPSU). Their recommendation is that even where parental consent has been obtained in accordance with data protection requirements, it is not advisable to include recognisable images of young people with other identifying information, such as a school name, due to the safeguarding risks it presents.

Please refer to our terms and conditions in the criteria documentation as to how we will use your information/data and imagery where applicable.