

SCHOOL GAMES MARK GUIDANCE FOR ALL SCHOOLS AND EDUCATIONAL INSTITUTIONS



All queries for School Games Mark need to be directed to info@yourschoolgames.com

This document is designed to help schools understand and interpret the criteria needed to make a successful application at the different levels.

Criteria: Prerequisites for all levels

Increasing Engagement in School Games

Criterion	Explanation	Examples of Supporting Evidence	Comments
Have a system in place to track young people's participation in the School Games inclusive of physical activity.	This can be paper-based or electronic, but must be able to support your school to create strategies to increase participation.	<ul style="list-style-type: none"> Registers Databases SIMs system or equivalent Student record of achievement 	Speak to your School Games Organiser (SGO) who may be able to provide you with some examples.
Have opportunities that attract less-active young people to participate in physical activity.	There is an increasing number of young people of all ages that are not regularly engaging with physical activity opportunities and are therefore classed as less active. It is important for schools to identify who these young people are and start to understand the reasons for their inactivity. This may include health, social, cultural and physical issues that will need to be overcome to increase participation in PE, school sport and physical activity interventions.	<ul style="list-style-type: none"> Tracker/register of pupils identified as least active in school List of opportunities available to less active young people (e.g. Change4Life Sports Clubs) Knowledge, or copy, of whole-school physical-activity policy to support this area Registers for after-school clubs designed for the less active Detail of how the less active are targeted and signposted to opportunities Evidence of reference to Student Voice and adapting programmes based upon the demand of students, e.g. student survey, School Sport Organising Committee/Crew Inclusive Health Check 	Speak to your School Games Organiser (SGO) who may be able to provide you with some examples of how to identify and support these young people.



Criteria: Prerequisites for all levels

Increasing Engagement in School Games

Have completed the Inclusive Health Check tool as accessed on your school's dashboard on www.yourschoolgames.com	The Inclusive Health Check (IHC) is a self-review tool designed to support schools and teachers in providing inclusive opportunities, highlighting the key role schools can play in the realisation of an inclusive pathway and sustained participation for young people with special educational needs and disabilities (SEND). The self-review comprises of 20 yes/no questions to help schools identify strengths and areas for development. As you go through the questions consider the demographics of your school and how you can ensure every child is included. Once completed you will receive a differentiated action plan with top tips for future use.	<ul style="list-style-type: none"> Completed IHC on the school dashboard 	www.yourschoolgames.com -you will need to log in to your school's account with your username and password. Please speak to your SGO if you are unsure.
Have registered on www.activeschoolplanner.org Primary schools only.	<p>The Active School Planner is an online self-review and planning tool developed to support primary schools to increase daily activity and reduce sitting time across the school for every pupil. It incorporates:</p> <ul style="list-style-type: none"> physical activity gap-analysis planning tool (Activity Heatmap); evidence supporting impact on whole-school outcomes; best practice and recommendations; signposting to advice, support and provision for primary schools; self-reported Child Physical Activity Tracker; and reports to demonstrate progress and impact. 	<ul style="list-style-type: none"> School registration completed on the www.activeschoolplanner.org website 	



Criteria: Prerequisites for all levels

Increasing Engagement in School Games

Have a member of staff who has actively engaged with their School Games Organiser (SGO) as part of their Physical Activity CPD	<p>As part of their role, School Games Organisers will be offering schools CPD with specific content about Physical Activity. This may be delivered as part of wider training or event e.g. a local conference or PE Co-ordinator training day or it may be offered as 1:1 support or online training.</p> <p>A member of your school staff must have attended/accessed this CPD opportunity in order to apply for the School Games Mark. Please contact your SGO for details of your nearest opportunity.</p>	<ul style="list-style-type: none"> Action plan created as a result of accessing CPD Dates of CPD and copies of materials distributed by the SGO School log/records of CPD activity for staff Certificate of attendance/confirmation from SGO 	Please speak to your SGO about this.
Have positioned 'Personal Challenge' as a key component of your School Games provision.	<p>It is the mission of the School Games to provide 'more young people with the opportunity to compete and achieve their Personal Best'; this includes competing against yourself and others to improve personal performances. Personal Challenge (Level 0) is a student driven/self-led opportunity to attempt to improve their performance – this can be informal, physically active challenges both at school and beyond the school day.</p> <p>These challenges should be accessible for all students in school and designed to engage as many participants as possible.</p> <p>In primary schools, these challenges may be digitally led if appropriate but not essential. They can be organised by school staff but should be student driven and organised in consultation with young people.</p> <p>In secondary schools, the challenges should be both student-led and digitally stimulated with the concept that students will challenge others to beat a score or better their performance.</p>	<ul style="list-style-type: none"> Promotion of personal challenges Results/league tables Minutes/notes from student voice or SOCC meetings Social media screen shots Newsletters Posters 	<p>Examples of personal challenges:</p> <p>Primary:</p> <ol style="list-style-type: none"> Students challenged over a week to get the lowest par possible on a Basketball Golf Challenge (School Games Challenge Cards). Students encouraged to beat their Tennis 'Bounce About' score (how many bounces they can do in 30 seconds). Students record it, and those who have the greatest improvement are celebrated. <p>Secondary:</p> <ol style="list-style-type: none"> Using the Rowing 'Ergo Warrior' students post their personal best times on virtual league. Rewards given for progress over time. Utilising the digital platform Top YA, students are encouraged to take part in a 21 day challenge.



Criteria: Prerequisites for all levels

Developing Competitive Opportunities

<p>Have held or accessed a School Games Day that has a clear cultural component as a culmination of a year-round competition programme.</p>	<p>A School Games Day builds on a school's existing work to offer students a year-round programme of regular intra-school competition (Level 1) in a number of sports.</p> <p>This culminates in a School Games Day: the ultimate school sports day.</p> <p>In order for an event to be classed as a School Games Day, it must be formatted to encompass the three key themes of culture, celebration and inclusion.</p> <p>The cultural component gives schools an opportunity to celebrate all things sporting and wider. Examples might include:</p> <ul style="list-style-type: none"> • Using dance, music or art which can be incorporated as part of an opening or closing ceremony or as an activity at the event. • Celebrating Olympic nations by researching countries or creating flags to display at the event. • Recognising and celebrating the School Games Values (or your own school values) throughout your event. 	<ul style="list-style-type: none"> • Photos or Videos • Programme of activity • School Games website (uploading of event details and blogs) • Noticeboards • School's own website or newsletters • Blogs 	
<p>Registered a School Games Day date on your dashboard on www.yourschoolgames.com</p>	<p>You will need to have submitted your date via your dashboard on the School Games website.</p>	<p>School dashboard www.yourschoolgames.com</p>	<p>You need your username and password to login – if you have any problems you can contact your School Games Organiser to reset your password.</p>



Criteria: Prerequisites for all levels

Developing Competitive Opportunities

<p>Have a calendar that demonstrates opportunities for all young people with SEND and other targeted groups particular to your school (for example BAME, Free School Meals, LGBT, Inactive) to take part in competitions and festivals.</p>	<p>An annual or termly calendar that shows the sports competitions, festivals and development opportunities that your school is involved in. It is important that the same pupils do not always represent the school in every competition/festival and that a wide range of pupils get an opportunity to take part.</p> <p>Individual schools will have identified specific target groups unique to their own school intake and representative of the community they serve. The school's competition calendars should be designed to engage students from these groups (different in each school) and increase their participation in competitive and festival opportunities. E.g. schools might need to consider changing the timing, venue, clothing, sporting activity, leaders etc. in order to engage a particular target group in competition.</p> <p>It would be useful for schools to work in partnership with your SGO to share information about the type of young people you are trying to engage.</p>	<ul style="list-style-type: none"> • School Games competition calendars – this can be in paper format or online (via Outlook, etc) • Evidence of consultation with young people from your target groups • Website demonstrating fixtures • Results • Newsletters • Photos or videos • Noticeboards • Inclusive Health Check 	<p>Young people with special educational needs or disabilities (SEND) are those who:</p> <ul style="list-style-type: none"> • have a specific type of impairment; • are recognised as having a special educational need; • cannot access the mainstream format/competition; • will benefit from playing inclusive formats. <p>Inclusive formats for School Games can be found here: www.yourschoolgames.com/how-it-works/inclusive-sport/ – you will need to log in to access these.</p>
<p>Have a noticeboard and/or in-house school digital system that promotes School Games activity and uses social media for the same purpose.</p>	<p>This needs to be a formal, branded School Games noticeboard, not a noticeboard for the promotion of PE. Examples of content for the School Games noticeboards could include: competition calendars, results, Personal Challenge information, team sheets, School Games logos, Spirit of the Games Values, photos, details of School Sport Organising Committees/Crews and information about the School Games Mark award for the previous year. This can be a physical board or a virtual board that lives online.</p>	<ul style="list-style-type: none"> • Photographs of the noticeboard • Twitter/Facebook – retweets/shares • Job description of SOCC members (if the job description includes responsibility to maintain the board/system) 	<p>www.yourschoolgames.com/app/resources/46/</p>



Criteria: Prerequisites for all levels

Developing Competitive Opportunities

Have maximised the School Games Values or your school values to support the competition and festival experience for all young people.	<p>The School Games Values (Spirit of the Games) were developed by young people to identify what the experience of school sport should include. Schools should use these six values to reward and encourage the development of wider outcomes for young people including life skills and character education through sport and competition.</p> <p>If your school has already established its own set of values, which can be used appropriately in a sporting context, then these can be used in place of the Spirit of the Games Values.</p>	<ul style="list-style-type: none"> • Examples of how the values have been used • Noticeboards • Photographs/newsletters/websites • Reference to the values in the school development plan, school vision, PE policy etc. 	www.yourschoolgames.com/app/resources/38/
---	--	--	--



BRONZE CRITERIA

Increasing Engagement In School Games

Criterion	Explanation	Examples of Supporting Evidence	Comments
Plans in place to provide all students with two hours of Physical Education, school sport and physical activity per week inclusive of extra curriculum provision. Applicable to Years 3-11 only.	All schools should ensure that students have access to a high-quality PE experience. Within this, schools should be aspiring to two hours of curriculum provision. The school should be able to evidence that they have planned intentions to deliver two hours of PE per week in the future. This could include, through consultation with young people, the review of termly extracurricular sport and physical activity opportunities inclusive of before school, lunchtime and after school. Special Schools For some young people, this will be inclusive of physical therapy sessions.	<ul style="list-style-type: none"> School timetable Governors' minutes PE/school longer-term plans/strategies 	This criterion applies to Years 3-11 but does NOT apply to Years 12 and 13.
Engage at least 20% of pupils (5% for special schools/PRUs) in extracurricular sporting and physical activity every week. Applicable to Years 3-11 only.	Extracurricular activity is any sporting/physical activity that takes place above and beyond the curriculum. This includes before school, lunchtime and after school hours. This provision can be wider than the School Games sports formats and includes engagement in organised physical activity.	<ul style="list-style-type: none"> Registers of young people taking part Extracurricular programme of activity Promotional material regarding activity 	<p>The percentage calculation is based on the number of spaces taken up within extracurricular activity, and not individual students. Example: if you have 160 young people attending sessions per week and 500 students on your school roll (Y3-11), then $160 \div 500 \times 100 = 32\%$.</p> <p>When trying to calculate the 'average' engaged in extracurricular activity it is recommended to take the same week for each of the three school terms (i.e. say week four of autumn, spring and summer) and look at the numbers engaged in activity during those weeks. Then add the three figures together and divide by three to give an average in terms of numbers engaged in activity.</p>



BRONZE CRITERIA

Developing Competitive Opportunities

<p>Use the School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition.</p> <p>(Boys only or girls only for single sex schools.)</p>	<p>The number of intra and inter school sports competitions that schools need to enter for Bronze varies depending on the size and type of school.</p> <p>The number of competition entries needed can be found in the School Games Mark criteria list which you can find on the School Games Website:</p> <p>www.yourschoolgames.com/app/resources/71/</p> <p>Schools can only include School Games Competition Formats from the 43 School Games sports.</p>	<ul style="list-style-type: none"> • Calendar of competition and/or fixture lists • Festival and celebration events • Team sheets • School Games Dashboard event entries 	<p>School Games formats can be found here:</p> <p>www.yourschoolgames.com/taking-part/our-sports/</p> <ul style="list-style-type: none"> • Intra School Competition (Level 1) "I'm confident to compete within my school" • Inter School Competition (Level 2) "I'm confident to compete against other schools" <p>If your school is single sex, this criterion is only required for boys only or girls only.</p>
---	--	--	--

Workforce – Broadening The Range Of Opportunities

<p>Engage at least 5% of students (2% for PRUs/FE Colleges) in leading, managing and officiating in School Games activity.</p> <p>Applicable to Years 3-11 only.</p>	<p>Leading – young people promoting, organising, reporting on or preparing their peers for School Games competitions.</p> <p>Managing – young people managing teams of students involved in School Games competitions.</p> <p>Officiating – young people undertaking the role of an official, which includes scoring, timekeeping and results reporting in School Games competitions.</p> <p>Coaching (secondary schools) – young people undertaking the role of a coach, which includes planning and delivering training sessions and supporting during competitions.</p>	<ul style="list-style-type: none"> • Photos or videos • Personal journeys/case studies • Evidence of volunteering hours • Blogs on School Games website • News articles • Noticeboard information 	<p>Example of percentage calculation: if you have 25 young people leading, managing, coaching or officiating per week and 500 students on your school roll, then $25 \div 500 \times 100 = 5\%$.</p> <p><i>NB: Not all the roles need to be undertaken to achieve this e.g. you may just have young people in leading and managing roles.</i></p> <p>Special schools – This should be representative of those young people in your school population who are able/capable of leading (please reflect this where necessary in your calculation).</p> <p>All schools – Are your young leaders, officials, managers and coaches representative of your school population? Schools should be working to ensure that these roles engage a wide cohort of young people and not limit opportunities to small groups of 'sporty students'</p>
---	--	---	--



SILVER CRITERIA

Increasing Engagement In School Games

Criterion	Explanation	Examples of Supporting Evidence	Comments
<p>Provide all students with two hours of Physical Education, school sport and physical activity per week (made up of curricular and extracurricular activity).</p> <p>Applicable to Years 3-11 only.</p>	<p>All schools should ensure that their young people have access to a high-quality PE experience. Within this, schools should be delivering two hours of provision through a combination of curricular and extracurricular (before school, lunchtime and after school) opportunities for all students. For example, some schools have one hour and 50 minutes of timetabled curriculum time for PE, which is 'topped up' to two hours or more through activities such as 'wake and shake' for all pupils or every student being required to take part in at least one session of extracurricular physical activity per week.</p> <p>Special Schools For some young people, this will be inclusive of physical therapy sessions.</p>	<ul style="list-style-type: none"> • School timetable • Extracurricular programme • School website • PE/school longer-term plans/strategies • Inclusive Health Check 	<p>This criterion applies to Years 3-11 but does NOT apply to Years 12 and 13.</p>
<p>Engage at least 35% of pupils (10% for special schools/PRUs) in extracurricular sporting and physical activity every week.</p> <p>Applicable to Years 3-11 only.</p>	<p>Extracurricular activity is any sporting/physical activity that takes place above and beyond the curriculum. This includes before school, lunchtime and after school hours.</p> <p>This provision can be wider than the School Games sports formats and includes engagement in organised physical activity.</p>	<ul style="list-style-type: none"> • Extracurricular programme of activity • Registers of young people taking part in activities • Promotional material regarding activity • Inclusive Health Check 	<p>The percentage calculation is based on the number of spaces taken up within extracurricular activity, and not individual students. Example: if you have 160 young people attending sessions per week and 500 students on your school roll (Y3-11), then $160 \div 500 \times 100 = 32\%$.</p> <p>When trying to calculate the 'average' engaged in extracurricular activity it is recommended to take the same week for each of the three school terms (i.e. say week 4 in autumn, week 4 in spring and week 4 in summer) and look at the numbers engaged in activity during those weeks. Then add the three figures together and divide by three to give an average in terms of numbers engaged in activity.</p>



SILVER CRITERIA

Increasing Engagement In School Games

Over the course of the academic year, have targeted provision for those least active young people in your school with a minimum take up of 10% from those identified as least active at the start of the academic year. This take up needs to be sustained over the course of a term.

Applicable to Years 3-11 only.

In order to engage the least active young people in schools, it is necessary to first identify who these students are. Information collated about individuals' activity levels both inside and outside of school can be used to find the least active (this will be different in every school).

Individual schools can decide how they want to identify their target group size. For example, it could be the bottom 10% or 20% of pupils on a continuum or it could be pupils who do less than 60 minutes a day of physical activity (as recommended with in the Chief Medical Officers guidelines).

Once the target group has been identified, schools should consider the needs of these individuals and create opportunities that are most likely to engage the students and drive behaviour change regarding their physical activity levels.

Engaging young people in regular activity sustained over a full term is more likely to result in long term behaviour change. A minimum of 10% of your identified target group need to be participating in extra-curricular sport or physical activity every week for a full term.

- Lists of students identified as non-active or least active in your school
- Examples of opportunities targeting specific groups of students
- Promotional material regarding activity
- Registers of attendance
- Student voice, student questionnaires

For example, if your school identifies that 50 young people are not active in the first half-term of the autumn term, at least 10% (i.e. 5 students) from this group would need to be transitioned into being active every week for a term by the end of the school year through targeted activities etc.

Please speak to your SGO if you are unsure.

Developing Competitive Opportunities

Use the School Games formats to provide the opportunity for both boys and girls to take part in age and stage appropriate level of competition.

(Boys only or girls only for single sex schools.)

The number of intra and inter school sports competitions (levels 1 and 2) that schools need to have entered for Silver varies depending on the type and size of your school. Schools can only include competition formats from the 43 School Games sports.

There are also a number of Personal Challenges (level 0) that must have been provided.

Numbers required can be found in the School Games criteria list which can be found on the School Games Website:

www.yourschoolgames.com/app/resources/71/

- Calendar of competition and/or fixture lists
- Team sheets
- Personal Challenge promotion and results

School Games formats can be found here: www.yourschoolgames.com/taking-part/our-sports/

- Digital Competition (Level 0)
- Intra School Competition (Level 1) *"I'm confident to compete within my school"*
- Inter School Competition (Level 2) *"I'm confident to compete against other schools"*



SILVER CRITERIA

Developing Competitive Opportunities

Use the School Games formats to provide the opportunity through inter-school competition (Level 2) for both boys and girls to take part in B team standard competition. (Boys only or girls only for single sex schools.)	The School Games aspires to provide young people with depth of opportunity in competition. Schools can provide 'B' teams in any of the 43 School Games formats. A 'B' team is made up of students that may not have reached the 'A'-team standard. For very small schools it may be that your B team provision is a joint offer with another local school. Schools can only include School Games Competition Formats from the 43 School Games sports.	<ul style="list-style-type: none"> • Team sheets – for 'A' and 'B' teams • Fixture lists • Competition calendars • Video/photographic evidence • School website • Blogs 	School Games formats can be found on the School Games website: https://www.yourschoolgames.com/taking-part/our-sports/
Promote the School Games, inclusive of physical activity, to parents and the local community at least once every half term using newsletters, website, social media and local press.	Promotion of the School Games and physical activity is essential. Schools should use all appropriate mechanisms to do this, using the School Games brand. The use of social media is encouraged. Promotion can be via one or a combination of methods rather than all of those listed in the criterion. This can be led by students.	<ul style="list-style-type: none"> • Photos • Press articles • Newsletters • Website • Blogs • Social media • Newspaper articles • Tweets/screenshots 	www.yourschoolgames.com/documents/121/Press and Social Media Guidance Document.pdf

Workforce – Broadening The Range Of Opportunities

Engage a representative group of students within and beyond the curriculum in leading, managing and officiating in School Games activity. (10% for schools/special schools and 4% for PRUs/FE Colleges.) Applicable to Years 3-11 only.	<p>Leading – young people promoting, organising, reporting on or preparing their peers for School Games competitions.</p> <p>Managing – young people managing teams of students involved in School Games competitions.</p> <p>Officiating – young people undertaking the role of an official, which includes scoring, timekeeping and results reporting in School Games competitions.</p> <p>Coaching (secondary schools) – young people undertaking the role of a coach, which includes planning and delivering training sessions and supporting during competitions.</p> <p><i>NB: Not all the roles need to be undertaken to achieve this, e.g. you may just have young people in leading and managing roles.</i></p>	<ul style="list-style-type: none"> • Photos • Videos • Case studies • Evidence of volunteering hours • News articles • Registers of involvement 	<p>Example of percentage calculation: if you have 50 young people leading, managing and officiating per week and 500 students on your school roll, then $50 \div 500 \times 100 = 10\%$.</p> <p>Special Schools – This should be representative of those young people in your school population who are able/capable of leading (please reflect this where necessary in your calculation).</p> <p>All schools – Are your young leaders, officials, managers and coaches representative of your school population? Schools should be working to ensure that these roles engage a wide cohort of young people and not limit opportunities to small groups of 'sporty students'.</p>
--	--	---	--

SILVER CRITERIA

Workforce – Broadening The Range Of Opportunities

Engage students in the planning and development of School Games activity through student voice.	<p>School's should actively engage their young people in planning, developing and delivering School Games activity.</p> <p>At Silver level, this does not need to come in the form of a School Games Organising Committee or Crew, but should be a group or forum which represents the views of young people/student voice.</p>	<ul style="list-style-type: none"> • Information on student councils, School Sport Organising Committee/Crews (SSOCs) • Minutes from meetings • Promotion of the activity, e.g. photos of young people • Student voice questionnaire/survey results 	Speak to your SGO or look at the resources on your School's dashboard.
<p>Have completed the self-review tool on www.activeschoolplanner.org.</p> <p>Primary schools only.</p>	<p>The activeschoolplanner.org website provides primary schools with the opportunity to self-review current practice in terms of the principles of being an active school.</p> <p>Completing the Activity Heatmap self-review tool on this website will automatically generate an action plan for your school which should be shared with senior leaders and governors.</p>	<ul style="list-style-type: none"> • Completed Activity Heatmap self-review tool • Action Plan • School Development Plan • Minutes from Governors Meetings 	www.activeschoolplanner.org
Utilise sports coaches to support school sport and physical activity delivery that complements your School Games Organiser's School Games provision.	<p>School sport takes place outside of the curriculum (before school, lunchtime and after school) and is inclusive of competition.</p> <p>Coaches need to have the appropriate knowledge and understanding to work in school sport and be suitably qualified to do so. Appropriate safeguarding measures should always be observed.</p> <p>Sports coaches need to be aware of local SGO provision e.g. competition calendars and official School Games Formats, etc. Schools should actively encourage coaches to support and complement this provision to ensure the best quality experience for all young people taking part in sport and physical activity.</p>	<ul style="list-style-type: none"> • Register of coaches/contact details and sports • Discussion with young people about the support they receive from coaches • Evidence of coaches undertaking appropriate CPD and inductions to ensure they have the appropriate knowledge to work in the school-sport setting • Observation schedules 	<p>For more information about using coaches in schools, what to look for and observation schedules, visit:</p> <p>www.sportscoachuk.org/site-tools/about-uk-coaching/what-look-coach</p> <p>This is a UK Coach website.</p>



SILVER CRITERIA

Increasing and Sustaining Participation

Have active links with at least three local community and pathway sport/physical activity and leisure providers e.g. sports clubs, leisure centres, youth centres, etc (one for special schools, n/a for PRUs) where the link is a signposting function (posters, assemblies, etc.) including one (n/a for special schools/PRUs) where the relationship is about the provider delivering taster sessions on site or the school/educational institute is a partner host site for the activity and young people are engaged to attend. Simply letting your facility to a club does not constitute a link.

Not applicable for PRUs.

This is a total of three school-club links (one for special schools and n/a for PRUs).

Establishing school-club links gives young people the opportunity to continue participating in sporting and physical activity as part of a healthy and active lifestyle. A school-club link is an agreement between a school and community provider to work together to meet the needs of all young people, whether they want to get involved as a performer, leader, coach or for social/recreational reasons.

When signposting students to a community provider, schools should have enough information to be confident that it is appropriate in terms of safeguarding and quality of provision. Communication between the school and provider should take place before opportunities are promoted to students. Examples of signposting may include promotional information distributed by the school, promotional assemblies, school-led activities taking place in a leisure centre, etc.

One of the three links is required to be more in depth, where the school and community-based provider are actively working together to engage students with a vested interest for both parties. Examples may include the club coach delivering taster sessions in school, students visiting a community venue to take part in activity, clubs interacting with schools by providing coaching of teams, providing equipment, kit or venue, or helping to identify talent. It could be a community club running a satellite club with your school.

- Lists of clubs/contacts and rationale for the link e.g. coaches within school
- Promotional material to support these links e.g. posters, flyers, club info etc
- Evidence of communication with the community provider
- Junior Club Ambassador information
- Registers of young people that have taken the pathway from school to club
- Formal school-to-club arrangements
- Photos, newsletters, assembly information

A community provider can include sports clubs, uniformed groups (e.g. Cub Scouts/Cadets etc), National Trust environments/parks etc.



GOLD CRITERIA

Increasing Engagement in School Games

Criterion	Explanation	Examples of Supporting Evidence	Comments
<p>Provide all students with two hours of timetabled Physical Education per week (within the curriculum only) and have extra curriculum provision inclusive of physical activity in addition to this.</p> <p>Applicable to Years 3-11 only.</p>	<p>All schools should ensure that their young people have access to a high-quality PE experience. Within this, schools should be delivering two hours of timetabled curriculum PE each week.</p> <p>Special Schools For some young people this will be inclusive of physical therapy sessions.</p>	<ul style="list-style-type: none"> School timetable/curriculum map Inclusive Health Check 	<p>This criterion applies to Years 3 – 11 but does NOT apply to Years 12 and 13.</p>
<p>Engage at least 50% of pupils (20% for Special Schools/PRUs) in extracurricular sporting and physical activity every week.</p> <p>Applicable to Years 3-11 only.</p>	<p>Extracurricular activity is any sporting and physical activity that takes place above and beyond the curriculum. This includes before school, lunchtime and after school hours.</p> <p>This provision can be wider than the School Games Sports Formats and can include organised physical activity.</p>	<ul style="list-style-type: none"> Extracurricular programme of activity Registers of young people taking part in activities Promotional material regarding activity Inclusive Health Check 	<p>The percentage calculation is based on the number of spaces taken up within extracurricular activity, and not individual students. Example: If you have 250 young people attending sessions per week and 500 students on your school roll (Y3-11) then $250 \div 500 \times 100 = 50\%$.</p> <p>When trying to calculate the 'average' engaged in extracurricular activity it is recommended to take the same week for each of the three school terms (i.e. say week 4 of autumn, week 4 in spring and week 4 in summer) and look at the numbers engaged in activity during those weeks. Then add the three figures together and divide by three to give an average in terms of numbers engaged in activity.</p>



GOLD CRITERIA

Increasing Engagement in School Games

Over the course of the academic year have targeted provision for those least active young people in your school with a minimum take up of 15% from the target group that is sustained over a term.

Applicable to Years 3-11 only.

In order to engage the least active young people in schools, it is necessary to first identify who these students are. Information collated about individuals' activity levels both inside and outside of school can be used to find the least active (this will be different in every school).

Individual schools can decide how they want to identify their target group size. For example, it could be the bottom 10% or 20% of pupils on a continuum or it could be pupils who do fewer than 60 minutes a day of physical activity.

Once the target group has been identified, schools should consider the needs of these individuals and create opportunities that are most likely to engage the students and drive behaviour change regarding their physical activity levels.

Engaging young people in regular activity sustained over a full term is more likely to result in long term behaviour change. A minimum of 15% of your identified target group need to be participating in extra-curricular sport or physical activity every week for a full term.

- Lists of students identified as non-active or least active in your school
- Examples of opportunities targeting specific groups of students
- Promotional material regarding activity
- Registers of attendance
- Student voice, student questionnaires

For example, if your school identifies that 50 young people are not active in the first half-term of the autumn term, at least 15% (i.e. eight students) from this group would need to be transitioned into being active every week for a term by the end of the school year through targeted activities etc.

Please speak to your SGO if you are unsure.

Developing Competitive Opportunities

Use the School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition.
(Boys only or girls only for single sex schools.)

The number of intra and inter school sports competitions (levels 1 & 2) that schools need to have entered for Gold varies depending on the type and size of your school. Schools can only include competition formats from the 43 School Games sports.

There are also a number of Personal Challenges (level 0) that must have been provided. Numbers required can be found in the School Games criteria list which can be found on the School Games Website:

www.yourschoolgames.com/app/resources/71/

- Calendar of competition and/or fixture lists
- Team sheets
- Personal challenge promotion and results

School Games formats can be found here: www.yourschoolgames.com/taking-part/our-sports/

- Digital Competition (Level 0)
- Intra School Competition (Level 1) "I'm confident to compete within my school"
- Inter School Competition (Level 2) "I'm confident to compete against other schools"



GOLD CRITERIA

Developing Competitive Opportunities

<p>Use the School Games formats to provide the opportunity through inter-school competition (Level 2) for both boys and girls to take part in B and C team standard competition. (Boys only or girls only for single sex schools.)</p>	<p>The Schools can only include competition formats from the 43 School Games sports. School Games aspires to provide young people with depth of opportunity in competition. Schools can provide 'B' teams in any of the 43 School Games formats. A 'B' team is made up of students that may not have reached the 'A'-team standard. This is the same for 'C' teams. For very small schools it may be that your B and C team provision is a joint offer with another local school or schools. These could be friendly fixtures that you organise with another school or you could take a whole class to competitions that can accommodate schools taking two or three teams so you can take children who wouldn't normally get a chance to compete.</p>	<ul style="list-style-type: none"> • Calendar of competition and/or fixture lists • Festival and celebration events • Team Sheets for A, B and C teams 	<p>School Games formats can be found here: www.yourschoolgames.com/taking-part/our-sports/</p>
<p>Promote the School Games inclusive of physical activity to parents and the local community at least once a fortnight using newsletters, website, social media and local press.</p>	<p>Promotion of the School Games and physical activity is essential. Schools should use all appropriate mechanisms to do this using the School Games brand. The use of social media is encouraged. Promotion can be via one or a combination of methods rather than all of those listed in the criterion. This can be led by students.</p>	<ul style="list-style-type: none"> • Photos • Press articles • Newsletters • Website • Tweets • Parent noticeboards 	<p>www.yourschoolgames.com/app/resources/46/</p>



GOLD CRITERIA

Workforce – Broadening the Range of Opportunities

<p>Every young person is provided the opportunity to learn to lead through curriculum PE as part of the lesson structure</p> <p>N/A to PRUs/FE or Y12 and 13</p>	<p>All young people should get to experience, learn and develop their leadership skills within curriculum PE.</p> <p>In and through PE lessons students should learn:</p> <ul style="list-style-type: none"> the qualities required to be a good leader; how to plan and deliver parts of their PE lesson to small groups; how to reflect on their leadership development to progress along the leadership journey; and how the skills of leadership can be transferred to other areas of school life. <p>This will look different from Y3 to Y11. Examples may include opportunities for students to peer review, lead a warm-up, devise games and explain/deliver to a small group, suggest solutions to solve problems, choreograph dances, and recognise and articulate the leadership skills they are developing.</p>	<ul style="list-style-type: none"> Lesson plans Teaching resources Photo/video evidence Assessment information 	<p><i>NB: This does not mean there needs to be a block of 'Leadership Lessons' in the curriculum.</i></p>
<p>Engage a representative group of students in leading managing and officiating in School Games activity.</p> <p>(15% for schools/special schools and 6% in PRUs/FE)</p> <p>Applicable to Years 3 to 13</p>	<p>Leading – young people promoting, organising, reporting on or preparing their peers for School Games competitions.</p> <p>Managing – young people managing teams of students involved in School Games competitions.</p> <p>Officiating – young people undertaking the role of an official, which includes scoring, timekeeping and results reporting in School Games competitions.</p> <p>Coaching (secondary schools) – young people undertaking the role of a coach, which includes planning and delivering training sessions and supporting during competitions.</p> <p><i>NB: Not all the roles need to be undertaken to achieve this, e.g. you may just have young people in leading and managing roles.</i></p>	<ul style="list-style-type: none"> Photos Videos Case studies Evidence of volunteering hours News articles Registers of involvement 	<p>Example of percentage calculation: If you have 75 young people leading, managing and officiating per week and 500 students on your school roll, then $75 \div 500 \times 100 = 15\%$</p> <p>Special Schools – This should be representative of those young people in your school population who are able/capable of leading (please reflect this where necessary in your calculation).</p> <p>All schools – Are your young leaders, officials, managers and coaches representative of your school population? Schools should be working to ensure that these roles engage a wide cohort of young people and not limit opportunities to small groups of 'sporty students'.</p>



GOLD CRITERIA

Workforce – Broadening the Range of Opportunities

<p>Have a School Sport Organising Committee or Crew in place that influence provision.</p>	<p>School Sport Organising Committees are groups of young people in a secondary school who join together to lead the planning and delivery of school sport clubs and intra-school competition programmes in their school. They influence and shape the school-sport offer for their peers through deciding on the types of competitions to be held, their structure and where and when they take place, making school sport more attractive and accessible for all young people.</p> <p>The same concept applies to primary schools, where the group of young people working together is known as the School Sport Organising Crew.</p> <p>School Sport Councils are also an equivalent term for these groups.</p> <p>Special schools This is about young people informed and led provision through a structured group known as SSOC; please adapt as appropriate.</p>	<ul style="list-style-type: none"> • Information on student councils, School Sport Organising Committees/Crews • Minutes from meetings • Promotion of the activity, e.g. photos of young people • Videos made by students 	<p>Speak to your SGO or look at the resources on your Schools dashboard.</p> <p>www.yourschoolgames.com/app/resources/56/</p>
<p>Utilise Sports Coaches, volunteers or other providers to support school sport and physical activity delivery that complements your School Games Organiser's School Games provision.</p>	<p>School sport takes place outside of the curriculum (before school, lunchtime and after school) and is inclusive of competition. Coaches need to have the appropriate knowledge and understanding to work in school sport and be suitably qualified to do so. Safeguarding measures should always be observed.</p> <p>The use of coaches to support school sport can be an effective means of providing more opportunities and linking schools to local clubs.</p> <p>Sports coaches should be made aware of the local SGO provision, competition calendar and School Games Formats and schools should encourage coaches to support and complement this provision to ensure the best quality experience for all young people taking part in sport and physical activity.</p>	<ul style="list-style-type: none"> • Register of coaches/contact details and sports • Promotional items • Discussion with young people about the support they receive from coaches • Evidence of coaches undertaking an induction and appropriate CPD to ensure they have the appropriate knowledge to work in the school-sport setting • Links from school to club • Observation schedules 	<p>For more information about using coaches in schools, what to look for and observation schedules, visit:</p> <p>www.ukcoaching.org/site-tools/about-uk-coaching/what-look-coach</p> <p>This the UK Coach website.</p> <p>Examples of volunteers might include:</p> <ul style="list-style-type: none"> • Parents • National Governing Body representatives • Premier League Primary Stars representatives • Cricket All Stars representatives <p><i>NB: These are examples, not an exclusive list.</i></p>



GOLD CRITERIA

Workforce – Broadening the Range of Opportunities

<p>Have completed the Activity Heatmap self-review tool on www.activeschoolplanner.org and can demonstrate some of the principles of an Active School.</p> <p>Primary Schools only.</p>	<p>Active Schools integrate a variety of options to increase physical activity and reduce sitting time into the entire school day (before, during and after school). Broadly speaking an Active School will create and embed a culture of physical activity across whole-school, which includes high quality Physical Education, to encourage every pupil to take part in 60 minutes of physical activity a day.</p> <p>The principles of an active school include:</p> <ol style="list-style-type: none"> 1. Develop and deliver multi-component interventions. 2. Ensure a skilled workforce. 3. Involving students in the planning of a physical activity offer. 4. Create active environments. 5. Offer choice and variety. 6. Embed activity in curriculum, teaching and learning. 7. Promote active travel. 8. Embed monitoring and evaluation. <p>Further information of these principles can be found in the 'signposting and guidance' section of activeschoolplanner.org</p>	<ul style="list-style-type: none"> • Action plan generated from the Activity Heatmap self-review tool • School Development Plan • Active travel plans • Posters promoting benefits of physical activity • Noticeboards (students and parent/ community boards) • Newsletters and photographs • Twitter, school website • Presentations from assemblies • Lesson plans for PSHE/PE • Student surveys, questionnaires, student council notes • Evidence of Active Learning in curriculum plans 	<p>www.gov.uk/government/uploads/system/uploads/attachment_data/file/469703/What_works_in_schools_and_colleges_to_increas_physical_activity.pdf</p>
<p>Train and engage wider school staff in the delivery of school sport and physical activity.</p>	<p>'Wider school staff' means all people employed by the school e.g. midday assistants.</p> <p>Supporting school sport can involve taking on many roles, from direct delivery to officiating, managing teams, supporting young statisticians and reporters, as well as driving students to and from competitions.</p> <p>Training can take the form of an accredited course, in-house training for colleagues, webinar sessions or session observations, to name just a few.</p> <p>Once trained, staff should be encouraged and supported to use their training and skills appropriately.</p>	<ul style="list-style-type: none"> • Course evidence, including staff lists • Staff comments/feedback • Case studies from staff • Lists of roles and responsibilities held by wider staff in school 	<p>Speak to your SGO for further advice.</p>



GOLD CRITERIA

Increasing and Sustaining Participation

Have active links with at least five local community and pathway sport/physical activity and leisure providers e.g. sports clubs, leisure centres, youth centres etc (two for special schools, n/a for PRUs) where the link is a signposting function (posters, assemblies etc.) including two (n/a for special schools/PRUs) where the relationship is about the provider delivering taster sessions on site or the school/educational institute is a partner host site for the activity and young people are engaged to attend. Simply letting your facility to a club does not constitute a link.

Not applicable for PRUs.

This is a total of five School–Club Links (two for special schools and n/a for PRUs).

Establishing school–club links gives young people the opportunity to continue participating in sporting and physical activity as part of a healthy and active lifestyle. A school–club link is an agreement between a school and community provider to work together to meet the needs of all young people, whether they want to get involved as a performer, leader, coach or for social/recreational reasons.

When signposting students to a community provider, schools should have enough information to be confident that it is appropriate in terms of safeguarding and quality of provision. Communication between the school and provider should take place before opportunities are promoted to students. Examples of signposting may include promotional information distributed by the school, promotional assemblies, school-led activities taking place in a leisure centre, etc.

Two of the five links are required to be more in depth, where the school and community-based provider are actively working together to engage students with a vested interest for both parties. Examples may include the club coach delivering taster sessions in school, students visiting a community venue to take part in activity, clubs interacting with schools by providing coaching of teams, providing equipment, kit or venue, or helping to identify talent. It could be a community club running a satellite club with your school.

- Lists of clubs/contacts and rationale for the link e.g. coaches within school
- Promotional material to support these links e.g. posters, flyers, club info etc
- Evidence of communication with the community provider
- Junior Club Ambassador information
- Registers of young people that have taken the pathway from school to club
- Formal school-to-club arrangements
- Photos, newsletters, assembly information

A community provider can include sports clubs, uniformed groups (e.g. Cub Scouts/Cadets etc), National Trust environments/parks etc.

