

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 tailored 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, Intra and Inter School competition, multi skills festivals) 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 actions 	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.



YOUTH SPORT TRUST

Criteria: Prerequisites for all levels

Increasing Engagement in School Games

<p>Have completed the Inclusive Health Check tool as accessed on your school's dashboard on www.yourschoolgames.com</p>	<p>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 approx 23 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.</p>	<ul style="list-style-type: none"> Completed IHC on the school dashboard 	<p>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.</p>
<p>Primary Schools Only – Have a method of tracking provision for physical activity across the school for example through the www.activeschoolplanner.org</p>	<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"> 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>Alternatively, schools can use another method of tracking provision for physical activity across the school, and this will need to be recorded to share with your SGO</p>	<ul style="list-style-type: none"> School registration completed on the www.activeschoolplanner.org website 	
<p>Have a member of staff who has actively engaged with their School Games Organiser (SGO) as part of their Physical Activity CPD</p>	<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. 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 	<p>Please speak to your SGO about this.</p>

Criteria: Prerequisites for all levels

Increasing Engagement in School Games

Have positioned 'Personal Best' as a key component of your School Games provision.

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 when competing against yourself and others, with a view of improving personal performances and reaching individual goals.

The opportunity to improve one's personal best should be accessible for all students in school and designed to engage as many participants as possible.

'Personal Challenges' are student driven attempts to improve their performance in an area of their choosing. This can be embedded across schools as informal, physical activity challenges both at school and beyond the school day. It can also be incorporated into intra and inter school competitions where the focus is on the wider development of young people.

In primary schools, personal challenges may be digitally led if appropriate but not essential. They may need to be facilitated and supported by school staff but should be individually driven and organised in consultation with young people.

In secondary schools, personal challenges should be both student-led and digitally stimulated where possible, with the concept that students will celebrate their individual achievements to inspire others to take on their challenges.

- Celebration of individual achievement by young people, not just the results of games, matches or events e.g. within the school newsletters, social media and assemblies.
- Promotion of a 'personal best' philosophy across school in the form visual aids e.g. School Games noticeboard.
- The use and promotion of personal challenges, where the focus is on individual development through logbooks or personal improvement plans.
- The use of code of conducts within school and at competitions that help create a positive learning environment for young people.
- Intra school competition that includes opportunities for young people to improve on their personal best performance through skills challenges.
- The use of School Games Challenge Cards that can be downloaded from the School Games website
- Minutes/notes from student voice meetings such as School Sport Organising Crews

Having a focus on 'personal best' is something which should underpin all your School Games activity. This should include the use of personal challenges to inspire young people into being active, and the celebration of personal best in your intra and inter competition opportunities.

For some inspiration, watch some personal challenge videos created by young people on the School Games YouTube channel: www.youtube.com/playlist?list=PLX9GnyQdxaf5SqSnTYy_pc51k7IIPi4je



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 in a number of sports.</p> <p>This culminates in a School Games Day that provides opportunities for all young people to participate in competitive sport based on the motivation, competence and confidence. School Games Days should have a focus on celebrating wider outcomes other than just the final result. School Game Values and wider school outcomes are examples of other outcomes that should be celebrated.</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>You will need to have submitted your date via your dashboard on the School Games website. You need your username and password to login – if you have any problems contact your SGO to reset your password.</p>	<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>The School Games Principles of Competition should be embedded in School Games Days. www.yourschoolgames.com/reframing-competition/aac/</p> <p>The School Games Approaches to Competition resource can support the provision of competition to ensure the motivation, competence and confidence of all young people can be catered for and wider outcomes are celebrated www.yourschoolgames.com/reframing-competition/aac/</p> <p>The School Games Spirit Scoring resource can be used to ensure that wider outcomes are celebrate www.yourschoolgames.com/app/resources/222/</p>
<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>
<p>Have maximised the School Games Values or your school values to your school values to ensure that competition has a focus of wider outcomes for all young people.</p>	<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"> • Including how they have been used in competitive sport to achieve wider outcomes • Noticeboards • Photographs/newsletters/websites • Reference to the values in the school development plan, school vision, PE policy etc. 	<p>The School Games Spirit Scoring resource can be used in all competitions to ensure wider outcomes are achieved. www.yourschoolgames.com/app/resources/222/</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, LGBTQ, Inactive) to take part in competitions.</p>	<p>An annual or termly calendar that shows the competitive sport opportunities that your school is involved in. It is important that the same pupils do not always represent the school in every competition and that a wide range of pupils get an opportunity to take part. Individual schools will have identified specific target groups unique to their own school intake and representative of the community they serve.</p> <p>The school's competition calendars should be designed to engage students from these groups (different in each school) and increase their participation in competition. Schools should embrace the Principles of Competition and ensure the motivation, competence and confidence of young people is at the centre of their competition provision.</p> <p>E.g schools will need to consider changing the approach to the competition to engage different young people. Focusing on wider outcomes other than just the result is important in ensuring more and different young people access competition. Schools are encouraged to work in partnership with your SGO 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 • Evidence of embracing the Principles of Competition in their competition provision • Evidence of implementing different approaches to competition to engage more and different young people • Website demonstrating fixtures • Results • Newsletters • Photos or videos • Noticeboards • Inclusive Health Check 	<p>The Principles of Competition should be at the centre of competition design. www.yourschoolgames.com/app/resources/107/</p> <p>Use the Approaches to Competition resource to support understanding of how existing School Games competition formats can be adapted to engage more and different young people www.yourschoolgames.com/reframing-competition/aac/</p> <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. 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>Have a noticeboard and/or in-house school digital system that promotes School Games activity and uses 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>



BRONZE CRITERIA

Increasing Engagement In School Games

Criterion	Explanation	Examples of Supporting Evidence	Comments
<p>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.</p> <p>Applicable to Years 3-11 only.</p>	<p>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.</p> <p>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.</p> <p>Special Schools For some young people, this will be inclusive of physical therapy sessions. Please see additional guidance document for Special Schools.</p>	<ul style="list-style-type: none"> • School timetable • Governors' minutes • PE/school longer-term plans/strategies 	<p>This criterion applies to Years 3-11 but does NOT apply to Years 12 and 13.</p>
<p>Engage at least 20% of pupils (5% 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"> • 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

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 that schools need to enter for Bronze varies depending on the size and type of school. 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: www.yourschoolgames.com

Schools can only include School Games Competition Formats from the 44 School Games sports.

Schools should use the competition formats to engage more and different young people with a focus on achieving wider outcomes. The School Games principles should be used to inform competition provision with the motivation, competence and confidence of young people at the centre of competition design.

Schools should ensure a wide range of young people access competition and cater for all competence levels

- Calendar of competition and/or fixture lists
- Team sheets that demonstrate a wide range of young people have accessed competition
- School Games Dashboard event entries

School Games formats can be found here:

www.yourschoolgames.com/taking-part/our-sports/

Schools can select competition formats based on the motivation, competence and confidence of the young people they are aiming to engage in the competition

As of September 2019, competition formats can be played up. For example a format that has a target year group year 5/6 can be used in secondary schools if it is appropriate for the motivation, competence and confidence of target group of young people.

From September 2019, all formats can be used for competitions. For example an intra school competition format can be used at inter school competition if is deemed appropriate and suitable based on the motivation, competence and confidence of the target group of young people

Formats cannot be played down. For example, a format that has a target age group for year 5/6 cannot be used for year 3/4.

Schools should use the Principle of Competition when designing competition www.yourschoolgames.com/app/resources/107/

The School Games Approaches to Competition resource can support schools in ensuring their competition provision focuses on wider outcomes www.yourschoolgames.com/reframing-competition/aac/

If your school is single sex, this criterion is only required for boys only or girls only.



**YOUTH
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BRONZE CRITERIA

Workforce – Broadening The Range Of Opportunities

Engage at least 5% of students (3% for special schools, 2% for PRUs/FE Colleges) in leading, managing and officiating in School Games activity.

Applicable to Years 3-11 only.

Leading – young people promoting, organising, reporting on or preparing their peers for School Games competitions.

Managing – young people managing teams of students involved in School Games competitions.

Officiating – young people undertaking the role of an official, which includes scoring, timekeeping and results reporting in School Games competitions.

Coaching (secondary schools) – young people undertaking the role of a coach, which includes planning and delivering training sessions and supporting during competitions.

- Photos or videos
- Personal journeys/case studies
- Evidence of volunteering hours
- Blogs on School Games website
- News articles
- Noticeboard information

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 $25 \div 500 \times 100 = 5\%$.

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.

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). Please see the additional guidance document for Special Schools.

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’



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. (NOT applicable to Years 12 and 13)</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</p> <p>For some young people, this will be inclusive of physical therapy sessions. Please see the additional guidance document for Special Schools for further information.</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. 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>



YOUTH
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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.



SILVER CRITERIA

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 that schools need to enter for Silver varies depending on the size and type of school. 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: www.yourschoolgames.com

- 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/

Schools can select competition formats based on the motivation, competence and confidence of the young people they are aiming to engage in the competition

As of September 2019, competition formats can be played up. For example a format that has a target year group year 5/6 can be used in secondary schools if it is appropriate for the motivation, competence and confidence of target group of young people.

From September 2019, all formats can be used for competitions. For example an intra school competition format can be used at inter school competition if is deemed appropriate and suitable based on the motivation, competence and confidence of the target group of young people

Formats cannot be played down. For example, a format that has a target age group for year 5/6 cannot be used for year 3/4.

Schools should use the Principle of Competition when designing competition www.yourschoolgames.com/app/resources/107/

The School Games Approaches to Competition resource can support schools in ensuring their competition provision focuses on wider outcomes www.yourschoolgames.com/reframing-competition/aac/

If your school is single sex, this criterion is only required for boys only or girls only.

<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 team standard competition. (Boys only or girls only for single sex schools.)</p>	<p>The School Games aspires to provide young people with depth of opportunity in competition. Schools can provide 'B' teams in any of the 44 School Games sports. 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 44 School Games sports which can be found on the School Games website.</p>	<ul style="list-style-type: none"> • Team sheets – for 'A' and 'B' teams • Fixture lists • Competition calendars • Video/photographic evidence • School website • Blogs 	<p>School Games formats can be found on the School Games website: www.yourschoolgames.com/taking-part/our-sports/</p> <p>In order to access the formats directory you will need to be logged into your dashboard.</p>
<p>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.</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 • Blogs • Social media • Newspaper articles • Tweets/screenshots 	<p>www.yourschoolgames.com/app/resources/46/</p>

SILVER CRITERIA

Workforce – Broadening The Range Of Opportunities

<p>Engage a representative group of students within and beyond the curriculum in leading, managing and officiating in School Games activity. (10% for schools, 5% for special schools and 4% for PRUs/FE Colleges.)</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> <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). Please see the additional guidance document for Special Schools for further information.</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>
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SILVER CRITERIA

Workforce – Broadening The Range Of Opportunities

<p>Engage students in the planning and development of School Games activity through student voice.</p>	<p>School's should actively engage their young people in planning, developing and delivering School Games activity. 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 	<p>Speak to your SGO or look at the resources on your School's dashboard.</p>
<p>Have completed an Activity Heatmap www.activeschoolplanner.org or can evidence they have completed an alternative 30 active minute self-review in 19/20 and have a plan in place to increase physical activity provision. 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> <p>Schools can choose to complete a 30 active minute self-review using an alternative method, but this will need to be evidenced and shared with your SGO.</p>	<ul style="list-style-type: none"> • Completed Activity Heatmap self-review tool at www.activeschoolplanner.org or have used an alternative tool • School Development Plan • Minutes from Governors Meetings • 30 active minutes self review tool readout 	<p>www.activeschoolplanner.org</p>
<p>Utilise sports coaches 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. 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: www.ukcoaching.org</p> <p>This is a UK Coach website.</p> <p>Please note - this question is in reference to the use of sports coaches NOT resourced through PE & Sport Premium for Primary Schools funding.</p>



YOUTH SPORT TRUST

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.



YOUTH
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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. Please see the additional guidance document for Special Schools for further information.</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>
<p>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.</p> <p>Applicable to Years 3-11 only.</p>	<p>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).</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • 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 	<p>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.</p> <p>Please speak to your SGO if you are unsure.</p>

GOLD CRITERIA

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 that schools need to enter for Gold varies depending on the size and type of school. 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: www.yourschoolgames.com

- Calendar of competition and/or fixture lists
- Team sheets that demonstrate a wide range of young people have accessed competition
- School Games Dashboard event entries

School Games formats can be found here:

www.yourschoolgames.com/taking-part/our-sports/

Schools can select competition formats based on the motivation, competence and confidence of the young people they are aiming to engage in the competition

As of September 2019, competition formats can be played up. For example a format that has a target year group year 5/6 can be used in secondary schools if it is appropriate for the motivation, competence and confidence of target group of young people.

From September 2019, all formats can be used for competitions. For example an intra school competition format can be used at inter school competition if is deemed appropriate and suitable based on the motivation, competence and confidence of the target group of young people

Formats cannot be played down. For example, a format that has a target age group for year 5/6 cannot be used for year 3/4.

Schools should use the Principle of Competition when designing competition www.yourschoolgames.com/app/resources/107/

The School Games Approaches to Competition resource can support schools in ensuring their competition provision focuses on wider outcomes www.yourschoolgames.com/reframing-competition/aac/

If your school is single sex, this criterion is only required for boys only or girls only.

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 44 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 44 School Games sports. A 'B' team is made up of students that may not have reached the 'A' team standard. This is the same for 'C' teams.</p> <p>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/app/resources/</p> <p>You will need to be logged into your dashboard.</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.</p> <p>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 Special Schools/PRUs/ FE or Years 12 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. (15% for schools 10% for special schools and 6% in PRUs/FE) 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). Please see the additional guidance document for Special Schools for further information.</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>



YOUTH SPORT TRUST

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. The same concept applies to primary schools, where the group of young people working together is known as the School Sport Organising Crew. 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 School's dashboard. 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. The use of coaches to support school sport can be an effective means of providing more opportunities and linking schools to local clubs. 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>Please note - this question is in reference to the use of sports coaches NOT resourced through PE & Sport Premium for Primary Schools funding.</p> <p>For more information about using coaches in schools, what to look for and observation schedules, visit: www.ukcoaching.org/</p> <p>This the UK Coach website. 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 on www.activeschoolplanner.org or can evidence they have completed an alternative 30 active minute self-review, 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 www.activeschoolplanner.org</p>	<ul style="list-style-type: none"> • Action plan generated from the Activity Heatmap or can evidence they have completed an alternative 30 active minute self-review, • 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/publications/what-works-in-schools-to-increase-physical-activity-briefing</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.



YOUTH SPORT TRUST

PLATINUM LEVEL

To achieve platinum level in 2019/20 your educational setting must have successfully held a Gold award for the past 4 academic years AND achieve GOLD this year (2019/20) as well as demonstrating your school's achievements through case study evidence around ONE of the areas below.

All schools eligible to apply for Platinum need to do so as you apply for Gold; once your Gold application has been verified by your SGO then we will look through your Platinum evidence.

Choose from one of the areas below to write your case study:

How have you involved your pupils in planning and delivering your competition offer?

OR

How do you support exit routes for your young people into community activities?

OR

How have you demonstrated a holistic whole school approach to deliver physical activity in line with the Chief Medical Officer's (CMO) recommendation of a minimum of 60 active minutes a day?

Please consider the following questions in your case study response:

- What was the outcome for your school?
- How did you set out to achieve this outcome?
- What has been the impact on your young people?
- What would be your 3 top tips for other schools to bring about this change?
- How have you engaged with your School Games Organiser?

Evidence Required:

All case study evidence can be supported by videos and photos etc. These can be uploaded into the application.

All Platinum applications will need a supporting paragraph from your School Games Organiser before being validated externally. We recommend that you discuss your application case study with your SGO and consider inviting them into school to see impact so that they have sufficient knowledge to be able to write their supporting statement.

**For those schools who have achieved Platinum before you need to consider the following question using the criteria as above;
What has changed in your School Games provision since your last Platinum application?**

