

School Games Mark

2023/24

Application window runs from
01 May – 26 July 2024



School Games Mark

2023/24



The focus for School Games Mark 2023/24 remains constant and continues to be positioned as a tool aimed at helping schools effectively reflect on their engagement in the School Games. The award is centred around the principles of the School Games outcomes and schools will need to demonstrate their engagement with their local School Games Organiser. This will be done through the levels of bronze, silver, gold and platinum.

The purpose of School Games Mark: to reward and recognise a school's engagement (provision and uptake) in the School Games against a national benchmark and to celebrate keeping young people active.

The **outcomes of School Games Mark** and the School Games are linked. Schools will need to demonstrate how they are/have:

1 Maintaining and growing your school's engagement in the School Games and your delivery of the Chief Medical Officer's (CMO) **60 active minutes for every child or 20 minutes for SEND young people.**

2 Delivering and engaging in competitions that has clear intent and creates **positive experiences** based on the motivation, competence and confidence of your young people that need support most.

3 A clear focus on **transition points** (e.g. Yr.3 and Yr.6/7 as well as those in three tier systems) and how **secondary** schools are engaging in the School Games.

4 Supporting the personal development of targeted young people through **youth engagement and leadership.**

5 Advocating and engaging key stakeholders on the **value of the School Games** to support local provision and improve the experiences for your young people and their families.

Please consider how you will engage with your School Games Organiser (SGO) to achieve the above outcomes.

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Award Levels

Through our discussions with the School Games network, we understand that not every school has the time or desire to undertake an extensive application, nor are all schools keen to progress through the award levels year-on-year – although we would strongly advocate this. For those schools that might have limited capacity, the bronze award will be considered the entry level and demonstrates that they are providing and engaging their young people in high quality School Games opportunities. This will also evidence that they are an ‘actively engaged school’. The School Games Mark silver and gold awards are available to those schools that want to challenge themselves and demonstrate their progress over time against a national benchmark. For those schools that have engaged over a number of years, and/or have previously attained the School Games Mark platinum award, they will be asked to demonstrate in more detail the impact and difference they are making. The platinum award is available to those schools that have achieved the gold award in the last four applicable years (2017/18, 2018/19, 2021/22, 2022/23) and are on track to achieve gold in 2023/24. The additional platinum application questions will only become available once the initial gold application has been submitted. Once you have attained platinum, this then makes you exempt from applying for SGs Mark for the following academic year only. So in this instance, if you are successful you will not need to apply in 2024/25.

School Games Mark Chapters

New for 2023/24 we are introducing some chapters to your School Games application. This does not mean we have extended the application, we have merely sought to re-order the questions so that you can consider the full breadth of the impact of your School Games involvement. There is however a new focus on equal opportunities for both girls and boys in both your curriculum and extra-curriculum provision details of which can be found below in the relevant sections.

60 Active Minutes

The Chief Medical Officer (CMO) recommends that all young people should be active for 60 minutes a day. Active refers to moderate to vigorous activity where young people’s heart rate are raised and they start to get out of breath and sweaty. Physical activity is central to the School Games and every school is encouraged to consider this as part of their school day. The activity should be in addition to your curriculum PE offer and gives young people the opportunity to be active within other lessons as well as maximising lunchtimes, breaktimes, before and after school.

Inclusion

The School Games should be a safe, inclusive and accessible space for all young people and they should be adequately supported to have a meaningful School Games experience. We want to break down the barriers that many young people face by promoting opportunities for those young people who believe that school sport isn’t for them. In order to do this effectively, we need to work to tackle local inequalities by working with the young people themselves and targeting provision to those in greatest need. Extra-curriculum is key to nurturing the development of the whole child and within your offer there should be equal opportunities for all young people regardless of their gender. A voice, and choice for all young people should be at the heart of your decision making and implementation when considering your extra-curriculum provision. Teacher/support staff confidence/competence in range of activities, facilities, existing demand and uptake from girls/ boys in clubs and competition traditions of the school will all be factors in determining your offer. equipment, traditions of the school will all be factors in determining your offer.

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Physical Literacy and Positive Experiences

Physical Literacy is our relationship with movement and physical activity throughout life. It reflects our connection and commitment to movement and physical activity, influenced by various factors such as our thoughts, feelings, engagement, and experiences. How we move, connect, think and feel during movement and physical activity shapes our physical literacy, allowing us to find meaning, enjoyment and value to deepen our connection.

Positive participation experiences influence a young person's positive relationship with movement and physical activity, which impacts on their physical activity levels now and into the future.

Culture

The culture you create around physical activity and school sport is important, this needs to stem from senior leaders in school and be embraced by all staff. This includes what you communicate to parents/carers and other key stakeholders such as Governors, local sports, clubs etc. The School Games is more than competition for the fastest, strongest, tallest, it is about inclusive provision and more young people being given opportunities to achieve their personal best.

Youth Engagement

Putting young people at the heart of what you do and why is a corner stone of the School Games. Youth engagement is about growing not only the voice of young people in developing your provision but also about their involvement in co-creating and delivering the solutions with you.

Scale and Reach

Engaging with your SGO and their provision is a key component for School Games Mark. While all SGOs will have a universal role around the 60 active minutes agenda, given the nature of some of your SGOs competition provision, some will be targeted and therefore not applicable to every school. We are keen to capture where you have engaged with your SGOs events and where you have developed some of these within your own school using the intra School Games formats.

Curriculum

While the School Games is not focused on curriculum physical education there will be intended impact overtime on your provision. We are keen to ensure that this impact is captured. In addition, and in response to the Government's publication 'School Sport and Activity Action Plan' July 2023, we are looking at the principle of equal opportunities for both girls and boys and what this looks like within your curriculum. Schools are tasked with showing intent to improve your equality of opportunity to access PE over time.

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The Process

The School Games Mark criteria will be published during the autumn term to allow schools to work towards their desired award level. To ensure that the application is not too time-consuming, the majority of questions will involve the user answering either a yes/no question or choosing from a list of pre-determined options. After completing their application, schools will be able to view their responses. SGOs will need to verify their schools' applications for all levels of the award and are asked to complete this ideally within two weeks of each application's submission. They will also be required to leave development comments to aid their school's future progress. The deadline for SGOs to verify applications is **13 September 2024**. SGOs will retain the ability to downgrade and upgrade schools based on their own knowledge, their dialogue with the school, and evidence that they have previously seen. Please note your School Games Mark application should not include any KS1 provision.

External Validation

New for 2023/24, we are working with a third party to ensure that the consistency and robustness of School Games Mark is maintained across the Country. To that end, a random sample of schools and their SGOs will be selected to take part in some face-to-face and remote visits with the external partner to work through their application and demonstrate their evidence to support their award. This will not be an intrusive process, rather a step to ensure we have a credible awards system that is valued by schools and very often results in schools being upgraded as schools undersell themselves.

We will also use the external validators to capture some case studies around the impact of the School Games, and in particular help us to share practice around the equal opportunities for both boys and girls in the curriculum and extra-curriculum space.

School Information

Section 1 of 1



Who are you?

The first part of the School Games Mark application involves answering some questions about your school, which will inform the rest of the application.

- 1 Name of person completing the application
- 2 Your role in school, school name, SGO name(s)
- 3 Size and type of educational establishment
- 4 How many students on role this year (Years 3-13 only) and how many, if any, of these pupils are in Years 12-13?
- 5 Have you worked with your SGO on at least one of the School Games outcomes this academic year?

This will be a yes/no question.

Your SGO will verify your application so you may be asked to provide evidence as required, please do speak to your SGO ahead of completing your application as they may be able to help you in advance.

Bronze Criteria

2023/24



60 Active Minutes

- 1 Have you reviewed your approach to supporting 60 active minutes and have you developed a plan to support your pupils to achieve this level of activity?

This will be a yes/no question.

Inclusion

Extra-curriculum* is key to nurturing the development of the whole child and within your offer there should be equal opportunities for all young people regardless of their gender. A voice, and choice for all young people should be at the heart of your decision making and implementation when considering your extra-curriculum provision. Teacher/support staff confidence/competence in range of activities, facilities, equipment, existing demand and uptake from girls/boys in clubs and competition traditions of the school will all be factors in determining your offer.

**extra-curriculum is defined as anything that takes place on your school's grounds as coordinated by the school either after school, before school or at lunchtimes.*

- 2 Does your extra-curriculum offer provide equal opportunities for young people regardless of gender?

We have plans in place to:

- Audit our extracurricular provision through the lens of gender equality
- Consult young people on their extracurricular preferences
- Staff confidence and competence to deliver an alternative curriculum.

This will be a yes/no question.

- 3 We have completed the Inclusive Health Check tool on our dashboard.

This will be a yes/no question.

This tool is designed to help you place equality and inclusion at the heart of your School Games offer. It will support you in ensuring the School Games can make an inspiring and meaningful difference to young people, considering specialist populations such as (for example) young people with SEND, Ethnically Diverse Communities, girls, faith groups, and children eligible for Pupil Premium. It also signposts you to a range of excellent resources and training from a wide range of equality partners.

Physical Literacy and Positive Experiences

- 4 We are aware of the term physical literacy as a school.

This will be a yes/no question.

Bronze Criteria 2023/24



Culture

5 Do you believe in the vision and mission of the School Games and are you committed to a universal physical activity offer alongside delivering positive experiences of school sport?

This will be a yes/no question.

This is about how the School Games can make a difference to those young people that are the least active and or addresses inequalities that some young people face through putting PE, school sport, physical activity and play at the heart of school life. We want every young person to have a positive experience so that they want to do more. This for some young people will mean that we measure success in different ways so that it's not always about being the tallest, fastest, or strongest and that we prepare them effectively for competitions/events so that they can achieve their personal best.

Youth Engagement

6 Have you undertaken any youth voice related to your school sport provision?

This will be a yes/no question.

Scale and Reach

7 Have you delivered or one or more targeted opportunities for those young people who need it most through the School Games either through intra or inter competition/events?

This will be a yes/no question.

Examples include but aren't restricted to: those young people who have suffered the most through Covid either socially, emotionally or physically, those young people who do not participate in any enrichment activities, pupil premium, SEND etc. Your SGO might ask to see evidence such as registers of attendance at after school clubs etc.

Curriculum

A broad and balanced curriculum is critical to the success of any school. Considering what this looks like for physical education from the perspective of equality of opportunity is an expectation of all schools.

8 Does your physical education curriculum offer provide equal opportunities for young people regardless of gender?

We have plans in place to:

- Audit our curriculum through the lens of gender equality
- Consult young people on their curriculum preferences
- Review staff confidence and competence to deliver an alternative curriculum.

This will be a yes/no question.

60 Active Minutes

1 Does your school have a clearly planned approach to 60 active minutes and in particular to deliver the 30 minutes that your school is driving for every child within your school day?

This will be a yes/no question.

Your SGO will verify this, and you should be able to evidence how your school is adhering to the Chief Medical Officer's recommendations. Tools such as the an activity tracker or your own timetable overview would work well for this.

This is about your provision over and above your timetabled physical education time and how you are encouraging your young people to be physically active across the school day and beyond.

You will also be able to add further evidence of how you have achieved this by selecting from a list of options – your responses will not affect your score.

There are eight evidence-based Principles of an Active School that can support your planning and delivery of 30 active minutes in your school day.

Please indicate how you have implemented your plan for 60 active minutes:

(Please tick all the boxes which apply)

- | | |
|---|---|
| <input type="checkbox"/> Through whole school staff meetings | <input type="checkbox"/> Through engaging Governors |
| <input type="checkbox"/> Through staff CPD | <input type="checkbox"/> Through other mapping tools |
| <input type="checkbox"/> Through the subject leader | <input type="checkbox"/> Through our SGO |
| <input type="checkbox"/> Through mapping the timetable | <input type="checkbox"/> Through student leadership |
| <input type="checkbox"/> Through targeting our least active children and young people | <input type="checkbox"/> Through external delivery partners |

Inclusion

Extra-curriculum* is key to nurturing the development of the whole child and within your offer there should be equal opportunities for all young people regardless of their gender. A voice, and choice for all young people should be at the heart of your decision making and implementation when considering your extra-curriculum provision. Teacher/support staff confidence/competence in range of activities, existing demand and uptake from girls/boys in clubs and competition facilities, equipment, traditions of the school will all be factors in determining your offer.

**Extra-curriculum is defined as anything that takes place on your school's grounds as coordinated by the school either after school, before school or at lunchtimes.*

2 Does your extra-curriculum offer provide equal opportunities for young people regardless of gender?

We have completed:

- A review of our extra-curriculum through the lens of gender
- Some student consultation to inform our extra-curriculum planning for the 2024/25 academic year.

This will be a yes/no question.

3 Does at least 75% of your intra-school competitions have a clearly defined intent?

This will be a yes/no question.

Your SGO will verify this, and you should be able to evidence your timetable of intra competitions/events over the year and what difference you are trying to make to your young people, your intent. You will also be able to add further evidence of how you have achieved this by selecting from a list of options, including a list of sports and activities – your responses will not affect your score.

Please indicate what types of intent you have used:

(Please tick all the boxes which apply)

- | | |
|--|---|
| <input type="checkbox"/> Develop confidence and competence within physical activity/sport skills | <input type="checkbox"/> Engage new/target groups of young people (tackling inequalities) |
| <input type="checkbox"/> Increase regular participation and motivation | <input type="checkbox"/> Provide inclusive opportunities |
| <input type="checkbox"/> Improve knowledge and understanding of sport and physical activity | <input type="checkbox"/> Create positive experiences |
| <input type="checkbox"/> Build social skills and connections (i.e. sense of belonging) | <input type="checkbox"/> Promote success and achievement |
| <input type="checkbox"/> Championing physical literacy | <input type="checkbox"/> Supporting transition |
| <input type="checkbox"/> Improve health and wellbeing (i.e. 60 active minutes) | <input type="checkbox"/> Develop leadership, character, life skills |
| | <input type="checkbox"/> Championing youth engagement |
| | <input type="checkbox"/> To engage/influence wider stakeholders |

Physical Literacy and Positive Experiences

4 We understand the concept of physical literacy and it informs our thinking and practice.

This will be a yes/no question.

5 We are starting to apply physical literacy approaches to our practice.

This will be a yes/no question.

Your SGO will verify this, and you should be able to share your approach and evidence with them. You will also be able to add further evidence of how you have achieved this by selecting from a list of options – your responses will not affect your score.

Culture

6 Do you communicate your School Games competition/events plans to all parents?

This will be a yes/no question.

Your SGO will verify this, and you should be able to share your approach with them. You will also be able to add further evidence of how you have achieved this by selecting from a list of options – your responses will not affect your score.

Please indicate how you communicate with parents:

(Please tick all the boxes which apply)

- | | |
|---|---|
| <input type="checkbox"/> Newsletters | <input type="checkbox"/> Instagram |
| <input type="checkbox"/> Text messages | <input type="checkbox"/> School reports |
| <input type="checkbox"/> Parents evenings | <input type="checkbox"/> Instagram |
| <input type="checkbox"/> Notice boards | <input type="checkbox"/> 1:1 meetings |
| <input type="checkbox"/> Website | <input type="checkbox"/> Letters |
| <input type="checkbox"/> Facebook | <input type="checkbox"/> Workshops |
| <input type="checkbox"/> Twitter | |

Youth Engagement

7 Do you have a clear process to engage and glean your young people's views on your school sport and physical activity offer?

This will be a yes/no question.

Your SGO will verify this, and you should be able to share your approach with them. You will also be able to add further evidence of how you have achieved this by selecting from a list of options – your responses will not affect your score.

Please indicate how you achieve a clear process to engage and glean your young people's views on your school sport and physical activity offer:

(Please tick all the boxes which apply)

- | | |
|---|--|
| <input type="checkbox"/> Questionnaires | <input type="checkbox"/> Team captains |
| <input type="checkbox"/> Pupils focus groups | <input type="checkbox"/> Class discussions |
| <input type="checkbox"/> Session evaluation forms | <input type="checkbox"/> Case studies |
| <input type="checkbox"/> Parent feedback | <input type="checkbox"/> Young leaders |
| <input type="checkbox"/> School Council | |

Silver Criteria

2023/24



Scale and Reach

8 What sports have you run at an intra-school level where you have used/followed the School Games NGB format?

(Please tick all the boxes which apply)

| | <i>NGB Generic offer</i> | <i>SG NGB format</i> | | <i>NGB Generic offer</i> | <i>SG NGB format</i> | | <i>NGB Generic offer</i> | <i>SG NGB format</i> |
|-------------------|----------------------------------|--------------------------|-----------------------|----------------------------------|--------------------------|-----------------------|----------------------------------|--------------------------|
| American Football | | | Football | | | Rounders | | |
| Archery | | | Goalball | | | Rowing | | |
| Athletics | | | Golf | | | Rugby League | | |
| Badminton | | | Gymnastics | | | Rugby Union | | |
| Baseball | | | Handball | | | Sailing | | |
| Basketball | | | MATP | | | Table Cricket | | |
| Canoeing | | | Multi-Skills Festival | | | Table Tennis | | |
| Cricket | | | Netball | | | Tennis | | |
| Cycling | | | New Age Kurling | | | Triathlon | | |
| Dance | | | Orienteering | | | Ultimate Frisbee | | |
| Dodgeball | | | Other | | | Volleyball | | |
| Equestrian | | | Panathlon | | | Wheelchair Basketball | | |
| Fencing | | | Polybat | | | Windsurfing | | |

Curriculum

A broad and balanced curriculum is critical to the success of any school. Considering what this looks like for physical education from the perspective of equality of opportunity is an expectation of all schools.

9 Does your physical education curriculum offer provide equal opportunities for young people regardless of gender?

We have completed:

- A review of our curriculum through the lens of gender
- Undertaken student consultation to inform curriculum planning for the 2024/25 academic year.

This will be a yes/no question.

Transition is a key outcome of the School Games, we want to not only prioritise the engagement of secondary schools in the School Games but to also consider how we support minimising the impact of transition by using school sport as a vehicle to do so.

N.B this criterion is not applicable to special schools.

10 Do you understand which young people would benefit from some School Games interventions to aid their transition (from primary to secondary or middle to upper schools) and have you liaised with your SGO about these young people and potential opportunities?

This will be a yes/no question.

Your SGO will verify this, and you should be able to evidence which groups of young people would benefit most. You will also be able to add further evidence of how you have achieved this by selecting from a list of options – your responses will not affect your score.

60 Active Minutes

1 Are you delivering 30 active minutes for 50% (30% for special schools and PRUs) of your school population and are you tracking their 30-minute take-up (or not) beyond school?

This will be a yes/no question.

Please indicate how you implement the 30 active minutes. These are the Eight Principles of an Active School – please tick all that are relevant.

(Please tick all the boxes which apply)

- | | |
|---|---|
| <input type="checkbox"/> Targeted sport and physical activity interventions | <input type="checkbox"/> Promote active travel |
| <input type="checkbox"/> Ensure a skilled workforce | <input type="checkbox"/> Embed monitoring and evaluation |
| <input type="checkbox"/> Engage student voice | <input type="checkbox"/> Please indicate how you track the 30 active minutes: |
| <input type="checkbox"/> Create an active environment | <input type="checkbox"/> Registers Electronic methods |
| <input type="checkbox"/> Offer choice and variety | <input type="checkbox"/> Questionnaires Community registers |
| <input type="checkbox"/> Embed on the curriculum, teaching, and learning | <input type="checkbox"/> Consultation groups with young people |
| | <input type="checkbox"/> Rewards |
| | <input type="checkbox"/> Wall charts Timetabled activity |

2 You are aware of your least active pupils and have planned provision to target and increase their regular daily physical activity levels?

This will be a yes/no question.

Inclusion

Extra-curriculum* is key to nurturing the development of the whole child and within your offer there should be equal opportunities for all young people regardless of their gender. A voice, and choice for all young people should be at the heart of your decision making and implementation when considering your extra-curriculum provision. Teacher/support staff confidence/competence in range of activities, facilities, equipment, traditions of the school will all be factors in determining your offer.

3 Does your extra-curriculum offer provide equal opportunities for young people regardless of gender?

**Extra-curriculum is defined as anything that takes place on your school's grounds as coordinated by the school either after school, before school or at lunchtimes.*

We have completed:

- A review of our extra-curriculum through the lens of gender
- Undertaken student consultation to inform our extra-curriculum planning for the 2024/25 academic year
- Developed priority areas for CPD to increase confidence of staff.

This will be a yes/no question.

4 Have you put in place a CPD plan which aligns to your staff needs in terms of their confidence and competence to include all young people in your offer?

This will be a yes/no question.

Your SGO will verify this, and you should be able to evidence your CPD plan for supporting your staff to be more inclusive and the staff who have accessed this.

Physical Literacy and Positive Experiences

5 We adopt a physical literacy informed approach to our offer e.g. understanding the thoughts, feelings and experiences of our young people.

This will be a yes/no question.

6 We consistently create participation experiences that focus on how pupils move, connect, think and feel, helping them understand and develop their own relationship with movement and physical activity to find value, enjoyment and meaning.

This will be a yes/no question.

Your SGO will verify this, and you should be able to share your approach and evidence with them. You will also be able to add further evidence of how you have achieved this by selecting from a list of options – your responses will not affect your score.

Culture

7 Do you share with all parents your competition intent and ask the same of other external providers engaging and delivering within with your school?

This will be a yes/no question.

Please indicate how you and external providers share competition intent with parents:

(Please tick all the boxes which apply)

- | | |
|---|---|
| <input type="checkbox"/> Newsletters | <input type="checkbox"/> Instagram |
| <input type="checkbox"/> Text messages | <input type="checkbox"/> 1:1 meetings |
| <input type="checkbox"/> Parents evenings | <input type="checkbox"/> Event letters |
| <input type="checkbox"/> Notice boards | <input type="checkbox"/> Leaflets |
| <input type="checkbox"/> Website | <input type="checkbox"/> Parent/Governors |
| <input type="checkbox"/> Facebook | <input type="checkbox"/> Parent Champions |
| <input type="checkbox"/> Twitter | <input type="checkbox"/> Workshops |
| <input type="checkbox"/> School reports | |

Youth Engagement

8 Do you have a formal structure to engage your young people through Sports Leaders, School Games Crews or Committees and use them to support your offer?

This will be a yes/no question.

You will also be asked about the types of leadership opportunities that you have provided and how, once engaged, and trained, your young people have helped with the delivery of your School Games offer. Your SGO will verify this, and you should be able to share your approach and evidence with them. You will also be able to add further evidence of how you have achieved this by selecting from a list of options – your responses will not affect your score.

Please indicate how you achieve a formal structure to engage your young people:

(Please tick all the boxes which apply)

- | | |
|--|--|
| <input type="checkbox"/> School Sport Organising Committee | <input type="checkbox"/> School council |
| <input type="checkbox"/> School Sport Organising Crew | <input type="checkbox"/> Team captains |
| <input type="checkbox"/> Questionnaires | <input type="checkbox"/> Class discussions |
| <input type="checkbox"/> Pupils focus groups | <input type="checkbox"/> Young leaders |
| <input type="checkbox"/> Session evaluation forms | <input type="checkbox"/> Case studies |
| <input type="checkbox"/> Parent feedback | |

Gold Criteria 2023/24



Scale and Reach

9 What sports have you participated in at an **inter-school** level as provided by your SGO?

(Please tick all the boxes which apply)

| | <i>NGB Generic offer</i> | <i>SG NGB format</i> | | <i>NGB Generic offer</i> | <i>SG NGB format</i> | | <i>NGB Generic offer</i> | <i>SG NGB format</i> |
|-------------------|----------------------------------|--------------------------|-----------------------|----------------------------------|--------------------------|-----------------------|----------------------------------|--------------------------|
| American Football | | | Football | | | Rounders | | |
| Archery | | | Goalball | | | Rowing | | |
| Athletics | | | Golf | | | Rugby League | | |
| Badminton | | | Gymnastics | | | Rugby Union | | |
| Baseball | | | Handball | | | Sailing | | |
| Basketball | | | MATP | | | Table Cricket | | |
| Canoeing | | | Multi-Skills Festival | | | Table Tennis | | |
| Cricket | | | Netball | | | Tennis | | |
| Cycling | | | New Age Kurling | | | Triathlon | | |
| Dance | | | Orienteering | | | Ultimate Frisbee | | |
| Dodgeball | | | Other | | | Volleyball | | |
| Equestrian | | | Panathlon | | | Wheelchair Basketball | | |
| Fencing | | | Polybat | | | Windsurfing | | |

Curriculum

A broad and balanced curriculum is critical to the success of any school. Considering what this looks like for physical education from the perspective of equality of opportunity is an expectation of all schools.

10 Does your physical education curriculum offer provide equal opportunities for young people regardless of gender?

We have completed:

- A review of our curriculum through the lens of gender
- Undertaken student consultation to inform curriculum planning for the 2024/25 academic year
- Developed priority areas for CPD to increase confidence of staff.

11 Have you identified those young people that would benefit most from some transition support, and do you have an offer that focuses specifically on those young people as developed with your SGO?

This will be a yes/no question.

Your SGO will verify this, and you should be able to evidence which groups of young people would benefit most. You will also be able to add further evidence of how you have achieved this by selecting from a list of options – your responses will not affect your score.

Please indicate what cohorts of young people you are currently targeting:

(Please tick all the boxes which apply)

- | | |
|---|---|
| <input type="checkbox"/> All Young People | <input type="checkbox"/> Primary Schools |
| <input type="checkbox"/> Behavioural Challenges | <input type="checkbox"/> Pupil Premium |
| <input type="checkbox"/> Boys | <input type="checkbox"/> SEND: A physical disability (e.g. problems moving around unaided) |
| <input type="checkbox"/> Ethnically Diverse Communities: White (British or English) | <input type="checkbox"/> SEND: A cognitive disability (e.g. problems thinking or remembering) |
| <input type="checkbox"/> Ethnically Diverse Communities: White (not British or English) | <input type="checkbox"/> SEND: A sensory disability (e.g. problems with vision or hearing) |
| <input type="checkbox"/> Ethnically Diverse Communities: Mixed | <input type="checkbox"/> SEND: A mental health or emotional disability (e.g. problems with mood) |
| <input type="checkbox"/> Ethnically Diverse Communities: Asian or Asian British | <input type="checkbox"/> SEND: A communication or social relationships disability (e.g. autism, Asperger's, ADHD) |
| <input type="checkbox"/> Ethnically Diverse Communities: Black or Black British | <input type="checkbox"/> SEND: Any other disability |
| <input type="checkbox"/> Ethnically Diverse Communities: Other | |
| <input type="checkbox"/> Free School Meals | |
| <input type="checkbox"/> Girls | |

You will be asked to indicate what types of interventions you would like to see or are already engaged in.

Platinum Criteria

2023/24



If a school has previously achieved four consecutive gold awards and have met the standard for this year's gold award, then they will be eligible to apply for platinum. Please note the application for platinum automatically appears after your successful gold submission. If this isn't the case please speak to your SGO.

Through the platinum award, we want to learn where schools are in their engagement with the evolution of the School Games. We want to understand what it takes to be a fully engaged and committed school so that we can help others on their journey of change. As a result, we will look for some narrative from these schools to demonstrate the impact and meaningful difference they are making.

This will be in the form of a case study submitted alongside their application. Schools are asked to select one of the following areas for their case study, making their submission in a number of ways, e.g. a narrative written by a third party, a written case study, a video case study, a submission led by young people, etc.

The options are shown below:

- **Demonstrate how you are engaging those young people that need it the most in the School Games and evidence how you know they are benefiting**
- **Demonstrate how you have undertaken a review of your curriculum and extra-curriculum through the lens of gender and how student voice has shaped your offer resulting in equal opportunities to access sports based on the demand of students across your different key stages**
- **Demonstrate how you are a physically literate school and how this positively impacts on your young people**
- **Demonstrate how you are developing and co-creating your offer with your young people**
- **Demonstrate how you have embedded positive experiences of competition into your offer and how this has made a difference to your uptake**
- **Demonstrate how have you ensured that you have developed and maintained 60 active minutes across your school.**

Please use the Impact Awards case study template that you can download from your dashboard to see the prompt questions that we would like schools to respond to.

If you are successful in attaining a Platinum award this will be issued for 2 years meaning that you will not need apply for School Games Mark in 2024/25. It a school responsibility to re-engage in subsequent years after this grace period.

Terms and Conditions:

If you include personally identifiable information about others in your case study, including images, you must ensure that: you are entitled to disclose that information to the Youth Sport Trust you have obtained any required consents from, given such notices to, or otherwise taken such actions as are required in order for the lawful processing of that personal data by you, in accordance with data protection legislation and you provide confirmations of all necessary consents and notices to the Youth Sport Trust. Where the data subject of such personal information is a child under 13 years of age (minimum) you shall, in particular, ensure that you have obtained the valid consent of the parent or holder of parental responsibility of the child to the processing of that personal data. We will share your case studies, either wholly or partially, internally and/or externally, including via websites, social media platforms and printed materials. By submitting your application you are agreeing to the use of the information by the Youth Sport Trust in this way and confirming that all the appropriate approvals have been secured and supplied to us. If at any point the data subject withdraws consent you must communicate this to us immediately so we can ensure that their personal data is not shared in any future digital or printed publications and is deleted from any website or social media platform, where possible. Given that your case study may be shared online and/or via social media, please ensure that it does not include recognisable images of young people along with other identifying information, such as your school's name, due to the potential safeguarding risks this presents.

Additional Non-Scoring Questions for all Schools



We would like to find out more about your relationship and engagement with your SGO. In this section you will be asked additional questions which will not affect your score.

1 Have you received support from your SGO during the academic year with your own School Games provision over and above the competition/events that you have engaged with?

2 Have you received ongoing support from your SGO over the academic year with the 60 active minutes agenda?

3 Any other comments on your school's engagement with your SGO or their School Games offer?

To support local and national conversations we will ask two additional non-scoring questions.

To what extent do you agree with the following statement?

4 My school/education establishment provided all students in the autumn, spring and summer term with two hours of timetabled Physical Education per week (within the curriculum only) and has extra-curriculum provision inclusive of physical activity in addition to this. (Applicable to Years 3-11 only).

- Achieved two hours by a combination of curriculum and extra-curricular provision.
- Aspire to achieve this.

5 Which external providers, if any, have you used within your PE and physical activity curriculum provision?

Notes to applicant: By submitting your application, you are confirming that it has been approved by your headteacher and is a true reflection of your school's provision of PE, school sport and competition. You are confirming that you are happy for your application to be shared with carefully selected third parties that will use the information to support the development of the School Games. You are also agreeing to an external validation if identified and are confirming that you can provide evidence for the data submitted within the application if asked to provide it.