



Your School Games Website



SCHOOL GAMES MARK FRAMEWORK

2020/2021

In progress - Continue the questionnaire

YOUR INCLUSIVE HEALTH CHECK

2020/2021

Not started - Start the questionnaire

2018/2019

Complete - View your action plan

HIGH QUALITY COMPETITION PRINCIPLES LEARNING TOOL

Stage 1 of 9

You haven't completed the HQCP learning tool yet - Continue

The Three surveys that need to be completed on the - your school Games website by February half term (if possible) – they do not need to be completed all at the same time.

If you can't remember your login for the site please let me know and I can reset this, or if you are a new teacher then you can register yourself just find your school on the website.



What is the School Games Mark Framework?

- a straight-forward development tool that schools can use to self-review their engagement and provision
- supports schools in planning for their recovery curriculum
- helps schools maximise their engagement in the School Games



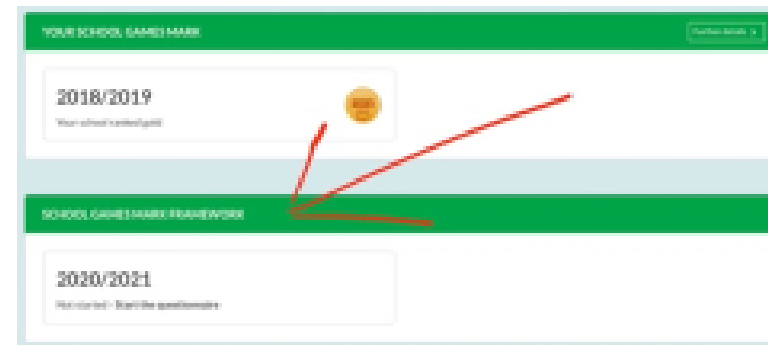
Why should I complete it?

- it has been designed to be simple and helps you to reflect on your provision and uptake within the School Games
- helps you make sure your School Games provision supports your recovery curriculum and can support Ofsted preparation
- helps you consider which young people need sustained targeted interventions
- engages school leaders and asks how your SGO can support you
- shows you what progress you have made and what your further areas for development are



How do I complete it?

- log in to your school dashboard at www.yourschoolgames.com
- scroll down the page until you see this section:
- click 'start the questionnaire'
- save your progress if you can't complete it in one go but don't forget to submit it



What else do I need to know?

- submit your answers anytime but those doing so before February half term will get a school reward
- share the results with colleagues, Senior Leaders and Governors
- your SGO will be able to help you to develop and implement any of your ideas
- in Summer 2021 take a look at the updated tool & share with us any practice that you are proud of or has made a difference to your young people



The next slides show you the questions that are asked – there are 4 sections to complete

1

SECTION 1 OF 4

Increasing Engagement in the School Games

This is about how you as a school are positioning the School Games as a driver for change in supporting your recovery curriculum and reaching out to those young people who have been most impacted by COVID-19.

2

SECTION 2 OF 4

Developing Competitive opportunities

The intent of your School Games experience should be planned and well communicated, this will help you to ensure that you have the appropriate provision to meet the needs of your young people to support their social and emotional wellbeing. Use the School Games creatively to ensure that young people are at the heart of your planning.

3

SECTION 3 OF 4

Workforce - Broadening the Range of Opportunities

Led by young people for young people is a key principle of the School Games, challenging the norms of peer to peer support and pupil voice shaping is something we want schools to reflect on. Developing a workforce that is young people driven is going to be key in unlocking a school's ability to embed 30 active minutes and beyond.

4

SECTION 4 OF 4

Increasing and Sustaining Participation

Whilst community links might prove to be more challenging in the current climate we want to ensure that this is something that schools are giving due consideration to and consider how the School Games could be used to boost this community transition when the time is right.

1

SECTION 1 OF 4

Increasing Engagement in the School Games

This is about how you as a school are positioning the School Games as a driver for change in supporting your recovery curriculum and reaching out to those young people who have been most impacted by COVID-19.

QUESTION 1 OF 10

Have you as a school started to deliver any after school provision since your return to school, inclusive of external providers?

We know these are challenging times, but a well planned extra curriculum programme can be critical in supporting young people's physical, social and emotional wellbeing.

- ☐ Yes
- ☐ No

QUESTION 2 OF 10

Has your school started to deliver any lunchtime or breaktime provision since your return to school, inclusive of external providers?

As with the previous question we appreciate that this is a difficult time for schools but being physical during these times is even more vital for our young people.

- ☐ Yes
- ☐ No

QUESTION 3 OF 10

Do you have a system in place to track your young people's participation in the School Games across the academic year?

- ☐ Yes
- ☐ No

QUESTION 4 OF 10

Have all your year groups returned to their pre-COVID levels of curriculum PE?

- ☐ Some have
- ☐ All have
- ☐ None have

QUESTION 5 OF 10

Have you engaged with your School Games Organiser this term?

As an example this could have been through a virtual event that your young people may have participated in or through email comms/ phone call communication about what your school's needs are following your return to school.

- ☐ Yes
- ☐ No

QUESTION 6 OF 10

Have you identified any young people as a school whom you believe have been negatively impacted due to COVID-19 that would benefit from some School Games interventions?

Examples of this could include, but are not limited to, those young people who are more anxious since returning to school, from low socio economic backgrounds, are displaying a lack of connectedness or loneliness as well as those young people who are showing gaps in their learning.

- ☐ Yes
- ☐ No

QUESTION 7 OF 10

Have you completed the School Games Inclusive Health Check?

This development tool will support you in targeting and positioning your School Games offer. With COVID-19 impacting on the physical activity levels of young people from Black, Asian, Minority, Ethnic (BAME), Low Socio Economic Groups (LSEG), Special Educational Needs and Disabilities (SEND) and Girls groups more significantly, focused attention on maximising your engagement in the School Games to target these young people is required, the Inclusive Health Check helps you to do this.

- ☐ For some year groups
- ☐ For all year groups
- ☐ No we don't

QUESTION 8 OF 10

Does your school provide daily opportunities for physical activity of at least 30 minutes over and above your curriculum PE time?

Increasing physical activity and embedding 30 active minutes for all pupils should be central to any schools who put both their pupil and staff wellbeing at the heart of their vision to be a well rounded educational setting.

- ☐ For some year groups
- ☐ For all year groups
- ☐ No we don't

QUESTION 9 OF 10

Have you used the School Games to support your students to transition into year 7 and to catch up some of the lost time with year 8s?

Using the School Games to positively support those young people who have just transitioned is a positive intervention, particularly the targeting of cohorts of specific young people and the use of intra-competition to support their engagement in secondary school life.

Year 7

- ☐ Yes
- ☐ No

Year 8

- ☐ Yes
- ☐ No

QUESTION 10 OF 10

How engaged in the School Games are other colleagues across your school inclusive of your Senior Leadership Team?

Getting buy in to the School Games from other colleagues is really important. This is particularly true of those colleagues such as the SENCo, School Home Link and Nuture/Patoral leads as their work with targeted cohorts of young people is key as the School Games can very much be positioned as a tool to support them.

PE staff

- ☐ Very engaged
- ☐ Fairly engaged
- ☐ Not engaged at all

SLT

- ☐ Engaged
- ☐ Not engaged

Developing Competitive opportunities

The intent of your School Games experience should be planned and well communicated, this will help you to ensure that you have the appropriate provision to meet the needs of your young people to support their social and emotional wellbeing. Use the School Games creatively to ensure that young people are at the heart of your planning.

QUESTION 1 OF 4

Personal Challenge competitions have been delivered (or are planned) during the Autumn term.

There are a plethora of resources designed to support young people build their personal fitness, skill development, movement competence and resilience that can be used in school or in the home through digital resources such as TopYa! or the YSTs challenge cards. Check them out here www.youthsporttrust.org/free-resources

- ☐ Yes
- ☐ No

QUESTION 2 OF 4

Intra competition has resumed during the autumn term and the uptake from the children has been positive

These can be delivered to children either in school in their bubbles or in the home and when the time is right across school. This can include competing against other individuals or in teams to create a wider sense of belonging and social connectedness.

- ☐ Yes
- ☐ No

Select sports 

QUESTION 3 OF 4

Looking at your school's engagement in inter-competition, (inclusive of virtual delivery) during the autumn term, how many competitions have you participated in (or plan to participate in during this period)?

This can include carefully designed virtual competitions that can include contributions from both individuals and teams or bubbles.

- ☐ 1 event
- ☐ Between 2 & 5 events
- ☐ More than 5 events
- ☐ None

Select sports 

QUESTION 4 OF 4

What is your understanding of #ReframeCompetition?

Competition is for everyone, #ReframeCompetition is about more than just a single measure of success and ensuring that everyone participating in a competition has a positive experience and achieves some level of success, whether that is personal to them or contributes to the performance of their team.

- ☐ Never heard of it
- ☐ Have looked at the resources but not implemented anything related
- ☐ Understand it and have delivered some competitions using the principles
- ☐ My school are fully on board and we have changed our provision to align with the principles

3

SECTION 3 OF 4

Workforce - Broadening the Range of Opportunities

Led by young people for young people is a key principle of the School Games, challenging the norms of peer to peer support and pupil voice shaping is something we want schools to reflect on. Developing a workforce that is young people driven is going to be key in unlocking a school's ability to embed 30 active minutes and beyond.

QUESTION 1 OF 2

Have you identified and trained any young people in leadership opportunities linked to the School Games?

This could include sports leaders, peer mentors, School Sport Organising Committee members, bubble leaders etc., as well as those young people who take part in coaching, officiating roles.

- ☐ Yes
- ☐ No

QUESTION 2 OF 2

Have your young people been consulted in the design of your provision?

- ☐ Yes
- ☐ No

4

SECTION 4 OF 4

Increasing and Sustaining Participation

Whilst community links might prove to be more challenging in the current climate we want to ensure that this is something that schools are giving due consideration to and consider how the School Games could be used to boost this community transition when the time is right.

QUESTION 1 OF 1

We have resumed links with our local community providers where they are back up and running and signposted our young people accordingly.

- ☐ Yes
- ☐ No

TOP TIPS & ACTIONS

Please select an answer to see your recommended actions

Inclusive Health Check

Lots of you have completed this previously as part of your School Games kitemark application.

Again you access the questionnaire by clicking on the correct year under - Your Inclusive Health Check.

All of the answers are either Yes or No and it will provide you with ideas.

Remember to submit once completed.
The next slides show the different questions.



Inclusive Health Check

The Inclusive Health Check review tool is not intended to be delivered as a 'checklist' of yes/no responses but instead should be considered as a development opportunity that promotes ongoing discussion and reflection over the school year with a range of practitioners (e.g PE lead and Special Educational Needs Coordinator). It should be clearly linked to identified impact on pupil outcomes.

★ Top tip: Apply the broader inclusive principles that are highlighted throughout the Inclusive Health Check across all your competitions (considering specialist populations such as young people with SEND, BAME, Girls, Faith groups, children who are eligible for Pupil Premium)

1

SECTION 1 OF 4 Structure

QUESTION 1 OF 6

Do you have a named lead/contact for inclusion in physical education and school sport – including the School Games?

- ☐ Yes
- ☐ No

QUESTION 2 OF 6

Does this area of work have support from the Senior Management Team (SMT)?

- ☐ Yes
- ☐ No

QUESTION 3 OF 6

Do you work successfully with the SENCo and take an active role in planning School Games activity for all young people?

- ☐ Yes
- ☐ No

QUESTION 4 OF 6

Do you communicate with your local School Games Organiser (SGO) and YST Lead Specialism Partner School for Inclusion (Project Ability) to maximise the opportunities available to your school?

- ☐ Yes
- ☐ No

QUESTION 5 OF 6

Do you plan for visits by the SGO and YST Lead Inclusion School to share your knowledge and learn from theirs to broaden your understanding of inclusion?

- ☐ Yes
- ☐ No

QUESTION 6 OF 6

Do young people with SEND have a voice in your school in the context of PE and School Sport – including the School Games – via a School Sport Organising Committee or Crew (SSOC)?

- ☐ Yes
- ☐ No

QUESTION 1 OF 10

Do staff actively seek professional development opportunities to support the improvement of inclusive Physical Education?

- ☐ Yes
- ☐ No

QUESTION 2 OF 10

Are staff utilising the TOP Sportsability resource to support the delivery of inclusive Physical Education?

- ☐ Yes
- ☐ No

QUESTION 3 OF 10

Are ALL pupils fully engaged in PE lessons?

- ☐ Yes
- ☐ No

QUESTION 4 OF 10

Are young people with SEND having a positive experience in PE?

- ☐ Yes
- ☐ No

QUESTION 5 OF 10

Are you providing a range of opportunities to cater for ALL young people in your school?

- ☐ Yes
- ☐ No

QUESTION 6 OF 10

Where this is delivered by an external provider are you confident of their knowledge and expertise in the delivery of inclusive opportunities?

- ☐ Yes
- ☐ No

QUESTION 7 OF 10

Are a high percentage of young people with SEND currently accessing extra-curricular activities? (Defined as 80% or more of the number of young people with SEND on the school roll)

- ☐ Yes
- ☐ No

QUESTION 8 OF 10

Are you providing inclusive intra-school opportunities – including during your School Games Day?

- ☐ Yes
- ☐ No

QUESTION 9 OF 10

Are you providing competitive intra-school opportunities in a range of sports/formats endorsed on the School Games website?

- ☐ Yes
- ☐ No

QUESTION 10 OF 10

Do you reflect critically upon the impact of your School Games offer to support the improvement of your practice?

- ☐ Yes
- ☐ No

QUESTION 1 OF 4

Does your intra-school competition offer support and prepare pupils for participation in inter-school competition?

- ☐ Yes
- ☐ No

QUESTION 2 OF 4

Are you aware of inclusive inter-school competitive opportunities in your area co-ordinated by your School Games Organiser (SGO) and YST Lead Specialism Partner School for Inclusion (Project Ability)?

- ☐ Yes
- ☐ No

QUESTION 3 OF 4

Do you have strategies in place to overcome potential barriers which may prevent young people with SEND from accessing inter-school competitive opportunities?

- ☐ Yes
- ☐ No

QUESTION 4 OF 4

When entering competitive inter-school events you will sometimes be asked to classify your young people to ensure meaningful competition. Do you have the knowledge and confidence to do this?

- ☐ Yes
- ☐ No

QUESTION 1 OF 4

Are you aware of the pathways—competition and club in your local community?

- ☐ Yes
- ☐ No

QUESTION 2 OF 4

Do you play an active role in supporting young people to access physical activity outside of school?

- ☐ Yes
- ☐ No

QUESTION 3 OF 4

Are parents and carers provided with the opportunity to be fully involved in the discussions to support young people to transition to community settings?

- ☐ Yes
- ☐ No



High Quality Competition Principles

This is some CPD and co insides with how we will be reframing some of our competitions next year and will hopefully get you thinking how you arrange competitions at your school.



High Quality Competition Principles

The mission of the School Games is “keeping competitive sport at the heart of schools and providing more young people with the opportunity to compete and achieve their personal best”. There are hundreds and thousands of competitions delivered throughout the country every year. However, are these competitions engaging more young people or just the same young people?

The vision of the School Games is that “by 2020 the School Games will be continuing to make a clear and meaningful difference to the lives of even more children and young people”. To be able to achieve this we need to consider our competition provision and the young people that we are trying to engage.

This short online learning module will introduce five principles of high quality competition that will support you when organising your intra-school competitions as well as when you are selecting young people to take part in inter-school competition.

When planning your intra-school competitions, or potentially when organising inter-school competitions with other schools, there are many things to consider.

Using the list below please select your top five considerations.

- | | |
|--|--|
| <input type="checkbox"/> Venue | <input type="checkbox"/> Time needed for the competition |
| <input type="checkbox"/> Rules of the sport | <input type="checkbox"/> The learning taking place |
| <input type="checkbox"/> Health and safety | <input type="checkbox"/> Weather |
| <input type="checkbox"/> Finding a winner | <input type="checkbox"/> Use of young leaders |
| <input type="checkbox"/> What the sport is | <input type="checkbox"/> Equipment |
| <input type="checkbox"/> Confidence of the young people to take part | <input type="checkbox"/> Officials availability |
| <input type="checkbox"/> Ensuring the competition is inclusive | <input type="checkbox"/> Young person motivation |
| <input type="checkbox"/> Ability level of the young people | <input type="checkbox"/> Schedule / Order of play |

If there is anything not on the list above that you regularly consider please tell us about it below.

Good Luck with completing these.

If you have any questions please e mail collettepriestman@hotmail.com

Or call 07838904569 and I can try and answer your questions or queries.

Or if you prefer, we can set up a 1-1 or group zoom meeting to go through the questionnaire together. This can be anytime of the day to suit you, just contact me to arrange.