

# Mandeville & Buckingham SSP

## Primary PE Coordinator Handbook September 2021 – July 2022

Copies of all documents can be found at [www.yourschoolgames.com/sgo/mandeville](http://www.yourschoolgames.com/sgo/mandeville)

### [www.yourschoolgames.com](http://www.yourschoolgames.com)

<input checked="" type="checkbox"/>	Registered (use the space below to record your username & password)
<input checked="" type="checkbox"/>	Completed Inclusive Health Check
<input checked="" type="checkbox"/>	Add the date(s) of your Sports Day(s) (known as a School Games Day)

Need help? Download the [PE Coordinator “how to” complete the inclusive health check & School Games date.](#)

### [www.girlsfootballinschools.org](http://www.girlsfootballinschools.org)

<input checked="" type="checkbox"/>	Registered (use the space below to record your username & password) If you sign up to the newsletter you will also be offered the chance to be entered into a monthly prize draw to win a £100 Decathlon voucher to spend on football equipment for your school.
<input checked="" type="checkbox"/>	Make the pledge <a href="https://www.girlsfootballinschools.org/pledge-make.php">https://www.girlsfootballinschools.org/pledge-make.php</a>
<input checked="" type="checkbox"/>	Complete Equal Access Survey. Survey opens on Tuesday 19th April 2022 and closes on Friday 1st July 2022
<input checked="" type="checkbox"/>	Disney Shooting Stars Training Member of staff trained in Disney Shooting Stars Virtual Training Booking links 2021/22: <a href="#">Disney inspired Shooting Stars Virtual Training.pdf</a> Delegates must attend all 3 modules to access hard copies of the resources.

### <https://www.koboca.co.uk/purchase/>

<input checked="" type="checkbox"/>	Registered (use the space below to record your username & password)
<input checked="" type="checkbox"/>	Take part in a Koboca virtual competition Log into your free Koboca account and take part in one of the virtual competitions which are running for all Koboca member schools in the country.

Need help? Download the [PE Coordinator “how to” register on Koboca & access a virtual competition.](#)

Visit the Koboca YouTube page for videos to help you create & use surveys. [Koboca support videos](#)

# School Games

For more information about the mission and vision of the School Games please visit [www.yourschoolgames.com/how-it-works/](http://www.yourschoolgames.com/how-it-works/)

## Outcomes of the School Games for 2021/22 Academic Year

- 1** To maintain and grow school engagement<sup>1</sup> in the School Games and their delivery of 60 active minutes
- 2** To create positive experiences by ensuring physical activity and competition provision is designed to reflect the motivation, competence and confidence of young people and has clear intent
- 3** To have a clear focus on secondary schools and transition points (Yr.3 and Yr.7/8)
- 4** To create positive experiences that support the character development of young people, capitalising on Birmingham 2022 Commonwealth Games by empowering young people to design, deliver and promote Physical Activity and/or Competition
- 5** To advocate to key stakeholders<sup>3</sup> how the School Games makes a meaningful difference to the lives of children and young people, including supporting schools to engage and educate parents

Download the latest version of the Primary School Festival & Events Programme & Calendar at [www.yourschoolgames.com/sgo/mandeville/](http://www.yourschoolgames.com/sgo/mandeville/)

All events in the calendar are colour coded to ensure the programme meets the outcomes of the School Games.

**School Games Offer**  
Open to all schools in the Aylesbury Vale District

**Member schools**  
For member schools only

### Targeted

A festival aimed at an identified group of young people. Using PE, School Sport & Physical activity as a tool to support the wider development of a young person.

### Participation

The aim of these festivals is to have fun and give young people the chance to “come out of school”, mix with other schools, develop their physical skills and try new activities.

### Performance

Competitive sports specific competitions, where schools can send their best teams. These competitions will involve 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> placings. Some events will qualify for county finals.

Year 1&2

Year 3&4

Year 5&6

# School Games Mark

2021/22



With the evolution of the School Games gathering at a pace, we have taken the opportunity to review School Games Mark to ensure it still fit for purpose. It remains central that School Games Mark is a development tool that needs to help schools to effectively reflect on their engagement in the School Games and to also reflect on the difference that they are making for those young people that need to be physically active the most. We want this to be a clear and simple review tool that aids schools to make some informed decisions and allow School Games Organisers (SGOs) to get a better understanding of the schools that they work with needs. Based on feedback from the network of schools and SGOs we have looked to reinstate and refresh the levels of Bronze, Silver, Gold and Platinum for 2021/22 enabling those schools that want the stretch to do so whilst supporting all schools to benchmark their provision against a nationally recognised set of criteria.

**The purpose of School Games Mark remains constant;**  
To reward and recognise 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 entwined. Schools will need to demonstrate how they are/have;

## **1 Maintaining and growing their school's engagement in the School Games and their delivery of 60 active minutes for every child**

Supporting schools to prioritise the delivery of 60 active minutes as an entitlement for every child to support improvements in their physical literacy, social, emotional and physical wellbeing.

## **2 Creating positive experiences to ensure physical activity and competition provision is designed to reflect the motivation, competence and confidence of their young people and has a clear intent**

Schools will need to demonstrate how they are targeting young people who need the intervention most (particularly but not exclusively those from low socio economic backgrounds, minority ethnic groups and SEND) to improve their physical literacy, social, emotional and physical wellbeing.

## **3 A clear focus on particular transition points (Yr.3 and Yr.7/8 as well as those in 3 tier systems) and how secondary schools are engaging in the School Games**

We want to continue to prioritise the engagement and delivery in secondary schools in the Schools Game's but we also want to recognise the impact in early KS2 and other transition points.

## **4 Create positive experiences that support the character development of their young people**

This includes opportunities across the full breadth of the School Games which incorporates the delivery of high quality, inclusive leadership and volunteering.

## **5 Advocated to key stakeholders how the School Games makes a meaningful difference to the lives of children and young people, including engaging and educating their parents**

Participation in physical activity and competition will impact on young people's physical, emotional, and social wellbeing and influence the likelihood of continued engagement both at school and in the community, creating habits for life.

**Please consider how you will engage with your School Games Organiser to achieve the above outcomes**

# School Games Mark

2021/22



## Birmingham 2022 Commonwealth Games Legacy

For the academic year 2021/22 the School Games will be positioned to support the Birmingham 2022 Commonwealth Games Legacy (B2022 CWGs), this is something that your SGO will be driving but we are asking schools to consider this too. You will see questions relating to how you are positioning the B2022 CWGs as a tool to inspire and engage your young people and community in the School Games throughout the application.

## Award Levels

Following consultation with the network we are clear that not every school has the desire or time to undertake an extensive application nor are all schools keen to progress through the awards 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 demonstrate that they are providing and engaging their young people in high quality School Games opportunities, this will aid evidencing that they are an ‘actively engaged school’.

School Games Mark **Silver** and **Gold** are applicable to those schools that want to challenge themselves and demonstrate their progress over time against a national benchmark. For those schools that have been engaged over a number of years and or have previously attained School Games Mark **Platinum** they will be asked to demonstrate in more detail the impact and difference that they are making. Platinum is applicable to those schools that have attained that level of award before or have achieved School Games mark Gold for 4 consecutive years prior to academic year, so years 15/16, 16/17, 17/18, 18/19. If they attain the new gold standard this year then these schools will be eligible to access platinum in this round. The ‘application’ for Platinum schools will ‘open’ once a school has satisfied all the criterion for School Games Mark gold.

## The Process

Criteria will be published in the Autumn Term 2 to allow schools to work towards their desired criteria. To ensure that we are not adding to the bureaucracy of school, teacher workloads we will adhere to some of the lessons learned from last academic years approach and keep questions streamlined and maximise the use of drop-down boxes and limiting open ended responses.

After completing an application schools will be able to download their responses and they will be signposted to some top tips and other resources to help them on their development journey, this is akin to what the system has done in the past academic year and gives a SGO a further engagement point to discuss their development plan.

SGOs will need to verify their school’s applications for all levels of the award, a window will be set for this to happen which will be approx. two weeks after a school has submitted. SGOs will be required to leave some developmental comments to aid their school’s future progress.

Validation will take place at the end of the academic year with some leeway into September 2021 for those SGOs who don’t work over the summer. SGOs will retain the ability to downgrade and upgrade schools based on their ongoing conversations with their schools and their knowledge and evidence that they have seen previously.

**It remains that School Games Mark applications should not include any KS1 provision.**

Disney INSPIRED

# SHOOTING STARS

BY ENGLAND FOOTBALL



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Disney  
PROUD SUPPORTER OF  
WOMEN'S & GIRLS'  
FOOTBALL



Supporting Partners



## What is Disney inspired Shooting Stars?



- Disney inspired activity sessions to engage girls age 5-11 years old in sport at school and in the home.
- Use powerful Disney stories and role models to immerse the girls in play.
- Supports the development of fundamental movement skills and physical literacy.
- Explicit speaking and listening outcomes based on the national curriculum for Key Stage 1 English supported by The National Literacy Trust.
- Two elements: Active Play Through Storytelling and Girls' Football Club.

*"I liked the club because it wasn't just for people who are sporty and good at football and who had experience, it was for everybody even if just starting out"*

Disney inspired Shooting Stars participant



© Disney

## What do I get as part of Disney inspired Shooting Stars?



- Flexible virtual training will bring to life the power of the Disney stories in getting girls to be physically active through the programmes two elements.
- Printed resources for Incredibles 2 and Guardians of the Galaxy.
- Disney inspired Shooting Stars bibs and activity dice.
- Access to future new Disney stories, physical resources and CPD.



*"The most exciting online training I have ever done!"*

Disney inspired Shooting Stars lead



© Disney

## What will the impact be?



### For the girls

- Become more engaged and inspired to participate in physical activity, and improve their speaking and listening skills;
- Improve locomotion (agility), stability (balance), object control (coordination), body confidence and positive body image;
- Develop character traits (i.e. resilience, empathy, aspiration);
- Develop confidence and a long-term positive relationship with being physically active

*"Speaking of a student with special educational needs] She is gradually increasing her confidence in taking part in physical activities and she is now leading a healthier, more active lifestyle. She is also more physically active at home and practises the movement skills she learns during the club"*

Disney inspired Shooting Stars lead



© 2021 Marvel

## What will the impact be?

### For the school/deliverer

- Confidence and competence to deliver high-quality active play that is engaging for girls;
- Understand how to deliver creative, fun and engaging physical activity sessions for girls;
- Access to ready-made resources and bibs to help children to achieve the recommended target of 60 active minutes per day;
- Opportunity to engage parents and carers to use the activities within the home environment;
- Ensure the inclusion of all young people.

*"For me the club has been absolutely inspirational, not just from a sporting point of view but from a hook in point of view and raising aspirations point of view".*

Disney inspired Shooting Stars School Head Teacher



ENGLAND FOOTBALL

© Disney/Pixar

## What is Disney inspired Shooting Stars by England Football?

Disney inspired Shooting Stars is made up of two initiatives; Active Play Through Story Telling and Girls' Football Clubs, both have been developed to support the engagement of girls aged 5-11 years old in sport at school and in the home.

### Active Play Through Storytelling - KS1

*In a nutshell:*

- Supports the development of fundamental movement skills and physical literacy
- Delivered through creative play and storytelling
- Specifically targets girls who are inactive/ have low levels of physical literacy
- Opportunity for girls to reflect on behaviours and understand their impact on self and others
- Provides opportunities to practice at home

Active Play Through Storytelling inspired by Disney has been developed to support girls aged 5-8 to develop their fundamental movement skills, subsequently supporting the development of; physical literacy, speaking and listening, confidence and competence.

Using the inspiration of Disney stories, sessions are facilitated via a storybook where girls get 'lost in play'. As they engage with the storyline, children become physically active through thoughtfully designed activities which support the development of their social skills, creativity, teamwork, communication and confidence as well as increasing their emotional awareness.

### Girls' Football Club - KS1 + 2

*In a nutshell:*

- Builds on their sporting confidence and competence of fundamental movement skills developed in Active Play Through Storytelling
- Using Marvel storytelling, girls are introduced to basic football movements
- Girls develop basic understanding and competence in invasion game principles
- Opportunity for girls to reflect on behaviours and understand their impact on self and others
- Provides opportunities to practice at home

Girls' Football Club inspired by Disney and Marvel uses super-human powers, high-tech gadgets and superheroes to truly capture the imagination of Primary age girls.

Whether rescuing Groot the Root or flying across New York as Captain Marvel, girls will be inspired to get active and engage with their friends whilst learning how to play football. Through the activities girls will develop their problem solving, decision making, leadership and confidence all of which are transferable to other settings.

There are six weeks of activities for every Girls Football Club resource produced, and this is tailored for either a KS1 or KS2 cohort.

## Who is the course for?

The recommended audience is school staff who support lunchtime play. This can be teachers, teaching assistants, lunchtime supervisors or other support staff. The programme is also suitable for teachers who want to cascade their learning on to playground leaders. Ideally the trained activator should be:

1. Able to understand and adapt sessions to individual need and ability;
2. Familiar with delivering a session plan;
3. Able to make the girls feel like they are in a safe environment;
4. Able to manage group dynamics and be comfortable with creative play;
5. Fun and creative and able to tell a story and bring it to life;
6. Able to engage the most disengaged.



Virtual Training Booking links 2021/22: [Disney inspired Shooting Stars Virtual Training.pdf](#)  
Delegates must attend all 3 modules to access hard copies of the resources.  
Face to face Shooting Stars Training – Friday 18<sup>th</sup> February 9am – 3pm, Aylesbury Vale.

# 60 Active Minutes

## What is my school's responsibility?

The Government Childhood Obesity Plan has set out the ambition for all children to achieve 60 minutes of physical activity every day, with schools being responsible for delivering 30 of these active minutes. (YST, 2017)

At least **30 minutes** should be delivered in school every day through active break times, PE, extra-curricular clubs, active lessons, or other sport and physical activity events, with the remaining 30 minutes supported by parents and carers outside of school time.

Remember this **MUST** be a whole school approach.

## What are my responsibilities as a PE Coordinator?

To raise awareness to the school staff and governing body of your joint responsibilities regarding making sure **all** pupils are active for 30 minutes every day.

Signpost staff to the resources and training available to support them in making the school day more active.

Know how active pupils are within your school and identify any classes that may need additional support.

Encourage and support your school staff to make small changes to increase physical activity levels in your school. Remember, for some of your staff, physical activity and sport can be scary.

## What resources are available for me and my staff?

<https://www.yourschoolgames.com/active-recovery/>

<https://www.gonoodle.com/>

<https://thedailymile.co.uk/>

Physical activity inset resources. Contact [katy.kelly@mandeville.school](mailto:katy.kelly@mandeville.school) for more details.

# Knowing your students

## Some key questions to ask yourself as a PE Coordinator

Do you know who the active / inactive students are within your school?

Do you know why your inactive students are inactive?

Do you know who attends breakfast, lunchtime & after school clubs?

Do you know which students have had the opportunity to represent their school outside of the school gates?

More importantly, do you know which students have not had the opportunity to represent their school outside of the school gates?

Do you know what activities / sports / games your students would like to take part in, both in the curriculum and as part of an extra-curricular offer?

The surveys in your Koboca account can help you to answer all of the above questions.

# BUCKS & MK SCHOOL GAMES

## DEVELOPING PHYSICAL ACTIVITY AT YOUR SCHOOL

<p><b>School Systems for Embedding Physical Activity</b></p> <ul style="list-style-type: none"> <li>- How does school monitor the amount of physical activity that is taking place throughout each day to ensure that pupils are meeting daily CMO guidelines?</li> <li>- Have school developed a plan to embed physical activity throughout the school day? Use the Active School Planner and or/ Creating Active Schools Framework to support this.</li> <li>- Do teachers and staff feel confident in delivering and developing physical activity opportunities for children and young people? Do staff promote wellbeing and act as role models for the pupils when promoting physical activity?</li> </ul>	<p><b>Active Travel</b></p> <ul style="list-style-type: none"> <li>- Does your school have a system in place to monitor how pupils commute?</li> <li>- Does your school embed active travel initiatives throughout the academic year?- Modeshift Stars Awards, Walk To School Week, Bike It, 10 Day Active Travel Challenge?- and how are these then built upon?</li> <li>- Is messaging consistent, clear and regular to parents with regards to active travel?</li> </ul>
<p><b>Physically Active Learning</b></p> <ul style="list-style-type: none"> <li>- Does your school have an approach to the use of physically active learning? And is PAL promoted and encouraged by senior leaders for all teachers to engage with?</li> <li>- Does your school need or utilise resources to support physically active learning across different subject areas?- lesson plans, activity ideas linked to LO's in other subjects</li> <li>- What areas/ aspects of school or the local area could you use to encourage physically active learning?- playground, forest area, fields, local parks/ walks etc.</li> </ul>	<p><b>Active Interventions</b></p> <ul style="list-style-type: none"> <li>- How do school utilise interventions to further enhance the amount of physical activity in place?- timetabled breaks in lessons, active assemblies etc.</li> <li>- Do you have a whole school approach to the use of interventions or is it bespoke to each class/ group of pupils?</li> <li>- Does your school use a menu of opportunities and activities to ensure that pupils remain engaged throughout the school year?- e.g. Daily Mile, Brain Breaks Go Noodle, imoves, Cosmic Kids Yoga, Activity Blasts etc.</li> </ul>
<p><b>Targeted Groups</b></p> <ul style="list-style-type: none"> <li>- What provision is in place for targeted interventions at your school using PESSPA, and which groups do you identify?- low engagement, low attainment in PE, least active, SEND, PP, Early Years etc.</li> <li>- How do you engage families of these targeted groups in wider conversations and promotion of physical activity?</li> <li>- What does success look like for these individuals with regards to PE, Sport and physical activity engagement?</li> </ul>	<p><b>Active Environments/ Places in School- Outdoor Learning</b></p> <ul style="list-style-type: none"> <li>- Do you utilise all spaces in school to promote physical activity and moving more?</li> <li>- Are your active spaces inspiring for pupils and support teaching/ delivery of activity?</li> <li>- Is Outdoor Learning encouraged, promoted, and celebrated across school?</li> </ul>
<p><b>Active Breaktimes, Lunchtimes and After School Provision</b></p> <ul style="list-style-type: none"> <li>- What opportunities do pupils have to be active at breaktimes and lunchtimes? Do you implement structured activity at these times, or a play based approach? How do you utilise staff, other pupils and varied activities to engage wider audiences?</li> <li>- Is there a breadth of opportunities for all pupils to be active after school on a weekly basis throughout the academic year? Who is best placed to deliver these to certain groups of pupils? What is the purpose of your after school provision? - competition preparation, open to all, try new activities, targeted groups etc.</li> <li>- Do ALL of your pupils engage in physical activity during these times? What do you do to promote these opportunities across the school and to engage different children and young people?</li> </ul>	<p><b>Competitions, Festivals, Events and Educational Visits</b></p> <ul style="list-style-type: none"> <li>- Does your school attend events and competitions throughout the academic year? In which sports or activities and why do you choose these? Which pupils are provided the opportunity to represent their school? And are the activities suited to their needs?</li> <li>- How often are ALL pupils given the opportunity to experience competition within school? Both against others and against themselves (personal best challenges)? How do you utilise wider school structures (house systems and rewards) to promote intra competition and personal best challenges?</li> <li>- What is available in the local area to engage pupils further?- School Trips and educational visits etc.</li> </ul>

FOR MORE INFORMATION, RESOURCES, GUIDANCE AND SUPPORT, PLEASE CONTACT YOUR LOCAL SCHOOL GAMES ORGANISER OR VISIT [WWW.YOURSCHOOLGAMES.COM](http://WWW.YOURSCHOOLGAMES.COM)

## How active is my class during the school day?

<b>Inactive</b> All, or almost all, of the time is spent sitting down	<b>Little activity</b> Sitting down might be broken up with short bursts of activity. Pupils will spend some working time standing up and moving around the teaching space	<b>Some activity</b> There will be some deliberate, planned movement and physical activity built into the session	<b>High activity</b> There will be significant periods of physical activity that are planned and built into the session for all pupils
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	Monday	Tuesday	Wednesday	Thursday	Friday
Travel to School					
Breakfast Clubs					
Registration					
Lesson 1					
Break					
Lesson 2					
Lesson 3					
Lunch					
Lesson 4					
Lesson 5					
Assembly					
After School Clubs					
Travel from school					