

School Games Mark

2022/23

Application window runs from
03 May 2023 - 26 July 2023

School Games Mark

2022/23



The focus for School Games Mark 2022/23 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 will continue to be centred around the School Games outcomes (see below) and schools will need to demonstrate their engagement. 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 60 active minutes for every child.

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

2 Creating positive experiences by ensuring physical activity and competition provision is designed to reflect the motivation, competence and confidence of your young people and has a clear intent.

Schools will need to demonstrate how they are targeting young people locally who need the intervention most based on school intelligence and data to improve their physical literacy, social, emotional, and physical wellbeing (e.g. low socio-economic backgrounds, minority ethnic groups, SEND, girls)

3 A clear focus on transition points (e.g. Yr.3 and Yr.6/7 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 Games but we also want to recognise the impact in early KS2 and other transition points.

4 Creating positive experiences that support the character development of targeted 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 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.

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 (2016/17, 2017/18, 2018/19, 2021/22) and are on track to achieve gold in 2022/23.

The additional platinum application questions will only become available once the initial application has been submitted.

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 2023.

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.

School Games Mark

2022/23



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.

Name of person completing the application

Your role in school

School name

SGO name(s)

Size and type of educational establishment

How many students on role this year (Years 3-13 only) and how many, if any, of these pupils are in Years 12-13?

School Games Mark

Bronze Criteria 2022/23



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.

- **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.

- **Have you delivered 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.

- **Do you believe in the vision and mission of the School Games and are you committed to physical activity and delivering positive experiences?**

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 by 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.

Your SGO will verify this and may ask to see evidence of the information you share across school to communicate this with staff members and parents.

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

This will be a yes/no question.

Physical literacy is the motivation, confidence, physical competence, knowledge and understanding of individuals and how this influences the way they value and take responsibility for engaging in physical activities for life. Physical literacy provides clear direction for nurturing a lifelong engagement in physical activity that can positively contribute to one's overall quality of life.

Physical literacy encourages us to look at physical activity engagement through a different lens. It considers each individual's physical, emotional and mental engagement in physical activity; how they behave, think and take part.

- **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.

- **We have completed a heatmap this year in the Active School Planner as part of our approach to supporting 60 active minutes. (Primary only)**

This will be a yes/no question.

The Active School Planner is a tool for primary schools to track and improve physical activity levels in their pupils (www.activeschoolplanner.org). The tool supports schools to map current physical activity provision and plan to increase participation for pupils as a contribution to the [physical activity guidelines for young people](#) to improve their health and wellbeing.

School Games Mark Silver Criteria 2022/23



1 Maintaining and growing your school's engagement in the School Games and your delivery of 60 active minutes.

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

This will be a yes/no question.

Please note there are new [CMO guidelines for young disabled people](#).

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 Active School Planner or your own timetable overviews 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.

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

(Please tick all the boxes which apply)

- ☐ Through whole school staff meetings
- ☐ Through staff CPD
- ☐ Through the subject leader
- ☐ Through mapping the timetable
- ☐ Through the Heatmaps in the Active School Planner
- ☐ Through engaging Governors
- ☐ Through other mapping tools
- ☐ Through our SGO
- ☐ Through student leadership

School Games Mark

Silver Criteria 2022/23



2 Creating positive experiences by ensuring physical activity and competition provision is designed to reflect the motivation, competence and confidence of your young people and has a clear intent.

■ 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)

- ☐ Adapting the competition environment to support individual development in sport
- ☐ Adapting the format to increase motivation
- ☐ Adapting the scoring to develop different sport skills
- ☐ Adding fun elements to engage new audiences
- ☐ Considering age or maturity levels to support fair competition and foster social connections
- ☐ Using technology to develop physical skills
- ☐ Widening the competition environment to develop character and life skills
- ☐ Widening the competition environment to develop health

School Games Mark Silver Criteria 2022/23



What sports have you run at an intra-school level?

(Please tick all the boxes which apply)

☐	American Football	☐	Goalball	☐	Rowing
☐	Archery	☐	Golf	☐	Rugby League
☐	Athletics	☐	Gymnastics	☐	Rugby Union
☐	Badminton	☐	Handball	☐	Sailing and Windsurfing
☐	Basketball	☐	Hockey	☐	Softball
☐	Boccia	☐	Judo	☐	Squash
☐	Bowls	☐	Lacrosse	☐	Swimming and Aquatics
☐	Boxing	☐	MATP (Motor Activity Training Programme)	☐	Table Cricket
☐	Canoeing	☐	Multi-Skills Festival	☐	Table Tennis
☐	Cricket	☐	Netball	☐	Tennis
☐	Cycling	☐	New Age Kurling	☐	Triathlon
☐	Dance	☐	Orienteering	☐	Ultimate Frisbee
☐	Dodgeball	☐	Panathlon	☐	Volleyball
☐	Equestrian	☐	Polybat	☐	Wheelchair Basketball
☐	Fencing	☐	Pentathlon		
☐	Football	☐	Rounders		

- Do you have formalised ways of getting feedback from your young people after their inter-school competition experiences to support that you are on board with promoting positive experiences of competition/events?

This will be a yes/no question.

Your SGO will verify this, and you should be able to evidence your understanding of positive experiences and how you have put this into practice to ensure young people aren't exposed to competitions/events coldly, but that they are adequately prepared and know what to expect to ensure they can be at their best.

School Games Mark Silver Criteria 2022/23



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

NB: this criterion is not applicable to special schools.

- Do you understand which young people would benefit from some School Games interventions to aid their transition 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.

4 Creating positive experiences that support the character development of targeted young people.

- 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 your process of how you engage and glean your young people's views on your school sport and physical activity offer:

(Please tick all the boxes which apply)

- ☐ Questionnaires
- ☐ Pupil focus groups
- ☐ Session evaluation forms
- ☐ Parent feedback
- ☐ School Council
- ☐ Team Captains
- ☐ Class discussions
- ☐ Case studies
- ☐ Young leaders

School Games Mark Silver Criteria 2022/23



5 Advocating 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.

■ 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 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 communicate with parents:

(Please tick all the boxes which apply)

- ☐ Newsletters
- ☐ Text messages
- ☐ Parents evenings
- ☐ Notice boards
- ☐ Website
- ☐ Facebook
- ☐ Twitter
- ☐ School reports
- ☐ Instagram
- ☐ 1:1 meetings
- ☐ Letters
- ☐ Workshops

Physical Literacy

■ We understand the elements of physical literacy, and how this impacts our young people.

This will be a yes/no question.

Physical literacy is the motivation, confidence, physical competence, knowledge and understanding of individuals and how this influences the way they value and take responsibility for engaging in physical activities for life. Physical literacy provides clear direction for nurturing a lifelong engagement in physical activity that can positively contribute to one's overall quality of life. Physical literacy encourages us to look at physical activity engagement through a different lens. It considers each individual's physical, emotional and mental engagement in physical activity; how they behave, think and take part. We want you to consider the above when planning your opportunities.

School Games Mark

Gold Criteria 2022/23



1 Maintaining and growing your school's engagement in the School Games and your delivery of 60 active minutes.

Please note there are new [CMO guidelines for young disabled people](#).

- Are you delivering 30 active minutes for 30% (20% 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.

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 Active School Planner or your own timetable overviews 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.

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)

- ☐ Targeted sport and physical activity interventions
- ☐ Ensure a skilled workforce
- ☐ Engage student voice
- ☐ Create an active environment
- ☐ Offer choice and variety
- ☐ Embed on the curriculum, teaching, and learning
- ☐ Promote active travel
- ☐ Embed monitoring and evaluation

Please indicate how you track the 30 active minutes:

(Please tick all the boxes which apply)

- ☐ Registers
- ☐ Electronic methods
- ☐ Questionnaires
- ☐ Community registers
- ☐ Consultation groups with young people
- ☐ Rewards
- ☐ Wall charts
- ☐ Timetabled activity

School Games Mark

Gold Criteria 2022/23



2 Creating positive experiences by ensuring physical activity and competition provision is designed to reflect the motivation, competence and confidence of your young people and has a clear intent.

- Have you identified those young people that would benefit most from your intra-competition offer and can you evidence they are engaged in this?

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, as well as the uptake and impact. 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.

What sports have you participated in at an inter-school level?

(Please tick all the boxes which apply)

☐	American Football	☐	Goalball	☐	Rowing
☐	Archery	☐	Golf	☐	Rugby League
☐	Athletics	☐	Gymnastics	☐	Rugby Union
☐	Badminton	☐	Handball	☐	Sailing and Windsurfing
☐	Basketball	☐	Hockey	☐	Softball
☐	Boccia	☐	Judo	☐	Squash
☐	Bowls	☐	Lacrosse	☐	Swimming and Aquatics
☐	Boxing	☐	MATP (Motor Activity Training Programme)	☐	Table Cricket
☐	Canoeing	☐	Multi-Skills Festival	☐	Table Tennis
☐	Cricket	☐	Netball	☐	Tennis
☐	Cycling	☐	New Age Kurling	☐	Triathlon
☐	Dance	☐	Orienteering	☐	Ultimate Frisbee
☐	Dodgeball	☐	Panathlon	☐	Volleyball
☐	Equestrian	☐	Polybat	☐	Wheelchair Basketball
☐	Fencing	☐	Pentathlon		
☐	Football	☐	Rounders		

- Do you provide opportunities for your young people to practice and prepare ahead of all their inter-competition experience and give reflection time afterwards in line with positive experiences research?

This will be a yes/no question.

Your SGO will verify this, and you should be able to evidence your understanding of positive experiences and how you have put this into practice to ensure young people aren't exposed to competitions/events coldly, but that they are adequately prepared and know what to expect to ensure they can be at their best.

School Games Mark

Gold Criteria 2022/23



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

NB: this criterion is not applicable to special schools.

- **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)

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

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

School Games Mark

Gold Criteria 2022/23



4 Creating positive experiences that support the character development of targeted young people.

- 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)

- ☐ School Sport Organising Committee
- ☐ School Sport Organising Crew
- ☐ Questionnaires
- ☐ Pupil focus groups
- ☐ Session evaluation forms
- ☐ Parent feedback
- ☐ School Council
- ☐ Team Captains
- ☐ Class discussions
- ☐ Young leaders
- ☐ Case studies

School Games Mark

Gold Criteria 2022/23



5 Advocating 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.

- 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.

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 and external providers share competition intent with parents:

(Please tick all the boxes which apply)

- ☐ Newsletters
- ☐ Text messages
- ☐ Parents evenings
- ☐ Notice boards
- ☐ Website
- ☐ Facebook
- ☐ Twitter
- ☐ School reports
- ☐ Instagram
- ☐ 1:1 meetings
- ☐ Letters
- ☐ Workshops

Physical Literacy

- We are able to demonstrate our commitment to physical literacy through our offer to our young people .

This will be a yes/no question.

Physical literacy is the motivation, confidence, physical competence, knowledge and understanding of individuals and how this influences the way they value and take responsibility for engaging in physical activities for life. Physical literacy provides clear direction for nurturing a lifelong engagement in physical activity that can positively contribute to one's overall quality of life. Physical literacy encourages us to look at physical activity engagement through a different lens. It considers each individual's physical, emotional and mental engagement in physical activity; how they behave, think and take part. We want you to consider the above when planning your opportunities.

School Games Mark

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.

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

These are optional and will not affect your score.

To what extent do you agree with the following statement?

- 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
	Achieved 2 hours by a combination of curriculum and extra-curricular provision
	Aspire to achieve this

- 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.

School Games Mark Platinum 2022/23



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.

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 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 your understanding of young people's motivations and how you build this into your offer**
- **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.

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.