

Using the School Games Mark Framework to develop your PE, School Sport & Wellbeing offer

A brief guide for schools from Manchester



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



Good luck!

Contacts your School Games
Organiser for further support



Screengrabs of Questions

Section 1 – 10 questions



School Games Mark Framework

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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

TOP TIPS & ACTIONS

Please select an answer to see your recommended actions

SAVE



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

TOP TIPS & ACTIONS

Please select an answer to see your recommended actions

QUESTION 4 OF 10

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

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

TOP TIPS & ACTIONS

Please select an answer to see your recommended actions

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

TOP TIPS & ACTIONS

Please select an answer to see your recommended actions

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

TOP TIPS & ACTIONS

Please select an answer to see your recommended actions.

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.

- ☐ Yes
- ☐ No

TOP TIPS & ACTIONS

Please select an answer to see your recommended actions

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

TOP TIPS & ACTIONS

Please select an answer to see your recommended actions

QUESTION 9 OF 10

Have you completed an activity map on www.activeschoolplanner.org or through using a similar tool?

- ☐ Yes
- ☐ No

TOP TIPS & ACTIONS

Please select an answer to see your recommended actions

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 Nurture/Pastoral 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.

Other staff

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

SLT

- ☐ Engaged
- ☐ Not engaged

TOP TIPS & ACTIONS

Please select an answer to see your recommended actions

Section 2 – 4 questions

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.

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

TOP TIPS & ACTIONS

Please select an answer to see your recommended actions

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 

TOP TIPS & ACTIONS

Please select an answer to see your recommended actions

QUESTION 3 OF 4

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

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



TOP TIPS & ACTIONS

Please select an answer to see your recommended actions

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

TOP TIPS & ACTIONS

Please select an answer to see your recommended actions

Section 3 – 1 question

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 play leaders, lunchtime activators etc. as well as those young people who take part in coaching, officiating roles.

- ☐ Yes
- ☐ No

TOP TIPS & ACTIONS

Please select an answer to see your recommended actions

QUESTION 2 OF 2

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

- ☐ Yes
- ☐ No

TOP TIPS & ACTIONS

Please select an answer to see your recommended actions

Section 4 – 1 question

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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