



MARK FRAMEWORK

2020/21

A DEVELOPMENT TOOL FOR SELF REFLECTION

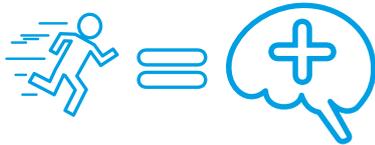
For the academic year 2020/21, the School Games Mark Framework will be positioned as a self-review tool to support schools and other educational establishments to reflect on their involvement in the School Games in light of the country's ongoing plight with COVID-19. The pause in delivering the School Games Mark during the academic year 2019/20 not only gave us the opportunity to refocus the tool, but more importantly to reconsider what the demands would be on schools with a recovery curriculum and the place of the School Games in supporting this. We therefore hope you find this a useful tool to work through and reflect on your current provision and uptake and how the School Games can be positioned to help all young people reconnect and engage in school life.

Purpose

A development tool to help you self reflect and plan for your recovery curriculum through maximising your engagement in the School Games.

How does this fit with the School Games outcomes?

Schools will need to demonstrate how;



You are ensuring physical activity and competition provision supports young people's wider development, including their ability to re-connect and to support their physiological and psychological fitness.



You have identified and have appropriate, engaging and ongoing provision for those young people whom have been most negatively impacted by COVID-19.



You are actively engaged in the School Games and connecting with your School Games Organiser to discuss how you are continuing to drive 30 active minutes for every child in your school. You should also be considering with your SGO the role of 60 active minutes in a drive to support the physical, social and emotional wellbeing of your young people.



You are bridging the transition gap – this is particularly important for years 6/7/8 and for those in the three-tier system years 4/5 and 8/9.



You have ensured you have opportunities for young people to take on leadership and volunteering roles linked to the School Games outcomes.

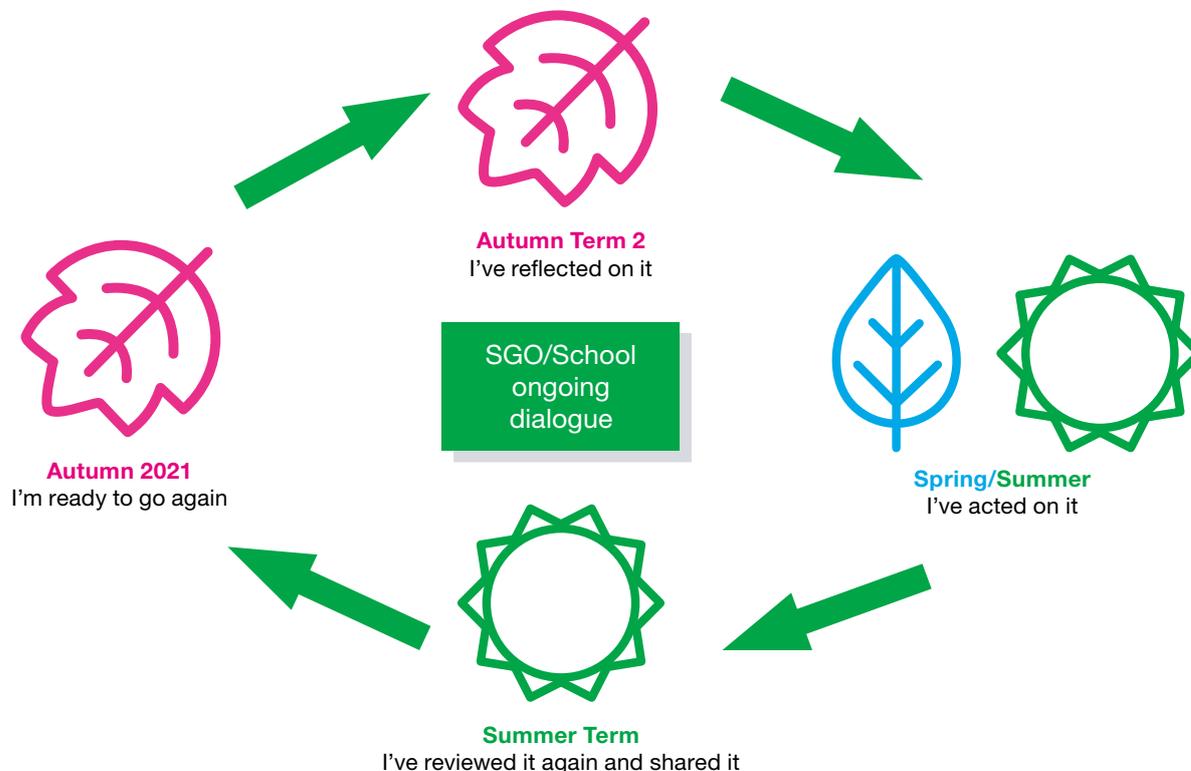


YOUTH SPORT TRUST

How will the School Games Mark Framework work?

It remains open to all schools that are providing and engaging their young people in high quality School Games opportunities and are working with their School Games Organiser to support this.

There will be 2 points in the year, Autumn Term 2/Spring Term 1 and Summer Term 2, when we will ask schools to review themselves against a series of simple questions. At the end of doing this you will be left with a development plan for you to consider with your School Games Organiser.



Your School Games Organiser will then at the end of the Summer Term be in a position to share with you a certificate to acknowledge your involvement in the School Games and for undertaking the review as a school.

Your relationship with your SGO is central to your success within the School Games. Please ensure that you remain in contact with your SGO and involve them where you can in completing your application and most importantly with the actioning of your development plan – they are there to help.

Summary of Changes for 2020/21

- There is no formal award for 2020/21 and you will not be benchmarked against a national standard.
- The framework is very much designed to support schools to reflect on your provision and uptake within the School Games.
- Schools are encouraged to align their School Games provision against their COVID recovery curriculum, to consider which young people need sustained targeted interventions and how your SGO can support you with this.
- It remains that the School Games Mark Framework is open to all schools, specials schools, further education establishments and alternative education providers i.e. Pupil Referral Units, Hospital schools and Independent providers in England in both the state and private sectors if the setting appears on EduBase and is aligned to a local School Games Organiser.
- You will access the tool through your School Games dashboard.
- For schools who were previously on track for a School Games Mark Platinum award, this will not be affected and we would encourage you in the interim to undertake the self-review tool this year. This is the same for existing Platinum schools too.
- There will be some additional questions for the Summer Term 2 review, and we will also encourage schools to share their practice with us.

School Games Mark Framework 2020/21

Here is a summary of the questions that you will need to reflect on during Autumn Term 2/Spring Term 1.

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 on by COVID-19.

- **Have you as a school started to deliver any extracurricular provision since your return to the new academic year this is 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.
- **Has your school started to deliver any lunchtime or breaktime provision since your return to school inclusive of external partners?** As with the previous question we appreciate that this is a difficult time for schools but being physically active during these times is even more vital for our young people.
- **Have all your year groups returned to their pre-COVID levels of curriculum PE?**
- **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.
- **Have you identified any young people as a school whom you believe have been negatively impacted on 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 groups, are displaying a lack of connectedness or loneliness as well as those young people who are showing gaps in their learning etc.

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.

- **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 Youth Sport Trust's challenge cards. Check them out here www.yourschoolgames.com/back-to-school-games/school-games-active-championships
- **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.

- **Have you a system in place to track your young people's participation in the School Games across the academic year?**
- **Have you completed the School Games Inclusive Health Check?** This development tool will support your targeting and positioning of 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.
- **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 pupils and staff wellbeing at the heart of their vision to be a well-rounded educational setting.
- **PRIMARY ONLY** Have you completed an Activity Map on www.activeschoolplanner.org or through using a similar tool?
- **SECONDARY ONLY** Have you used the School Games to support your students to transition in Year 7 and to catch up some of the lost time with your Year 8s? Using the School Games to 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.
- **How engaged in the School Games are other colleagues across your school inclusive of your Senior Leadership Team?**

- **Looking at your school's engagement in Inter School Games events (inclusive of virtual delivery) during the Autumn Term 2020, how many competitions have you participated in (or plan to)?** This can include carefully designed virtual competitions that can include contributions from both individuals, teams or bubbles.
- **What is your understanding of #ReframeCompetition?** Competition is for everyone, #ReframingCompetition 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 their teams performance.

N.B. You will be required to break your offer down per School Games sports for some of the above questions.



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 provision 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.

- 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 and officiating roles.
- Have your young people been consulted in the designing of your provision?

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 how the School Games could be used to boost this community transition when the time is right.

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

All queries relating to the School Games Mark Framework should be directed to your School Games Organiser in the first instance or to info@yourschoolgames.com



YOUTH
SPORT
TRUST