

School Games Mark Guidance 2023/24

Please note if you are a Special School or a PRU there is a guidance document specifically for your setting that you will need to refer to.



Bronze Criteria 2023/24

BRONZE CRITERIA

Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
60 Active Minutes	Have you reviewed your approach to supporting 60 active minutes and have you developed a plan to support your pupils to achieve this level of activity?	<p>The Chief Medical Officer recommends that young people aged 5-18 should take part in 60 minutes of moderate/ vigorous Physical Activity a day across the week (or 20 minutes per day for Disabled Children and Disabled Young People). They should take part in a variety of types and intensities of Physical Activity across the week to develop movement skills, muscles and bones. Reduce the time spent sitting or lying down and break up long periods of not moving with some activity. Aim to spread activity throughout the day</p> <p>Schools should aim to deliver 30 minutes of Physical Activity for every child and support them to access 30 minutes more outside of school.</p>	<ul style="list-style-type: none"> Schools can create: An audit, Physical Activity timetable Pupil surveys <p>to create an action plan to demonstrate how they will achieve an offer of 60 active minutes.</p>	<p>Schools can use the Case Study library on www.yourschoolgames.com to develop activities which will support your provision.</p> <p>Free activity resources in the Active Recovery hub can be found here https://www.yourschoolgames.com/active-recovery/</p>	This will be a yes/no question.
Inclusion	Does your extra-curriculum offer provide equal opportunities for young people regardless of gender?	<p>One of the key principles of the School Games is to drive equal access by tackling inequalities to give young people a voice, choice and opportunity.</p> <p>Equality of opportunity will vary in schools but it's specifically worth noting that girls' happiness levels have significantly declined over the last 15 years, with only 17% of girls aged 7-21 stating they feel very happy, compared to 40% in 2009 (Girl Guiding Report, 2023).</p> <p>Having fun and being with friends are the strongest two motivations for all girls to take part in sport, Physical Activity and PE at school.</p>	<p>Your evidence will need to include examples like heat maps or written reviews of your extra-curricular programme (before and after); consultations with your young people (identifying where gender has been considered) and how they have influenced your provision; professional development undertaken by staff to provide more opportunities for underrepresented groups in your school.</p> <p>You may also wish to consider using the Inclusive Health Check (available to all schools on their dashboard at www.yourschoolgames.com); the Girls Active review tool https://www.youthsporttrust.org/programmes/targeted-interventions/girls-active/girls-active-survey, the Girls Football School Partnership Equal Access Survey (available March > June) or your own student voice reports.</p>	<p>The intention is that schools will use 23/24 to start considering how to better cater for all young people including considering access by gender.</p> <p>Ensure any coaches you are working with in support of your extra-curricular offer are aware of the intent for each activity and the ways to make sure they support the delivery of positive experiences.</p> <p>Consider free training offered by National Governing Bodies such as the FA Disney Inspired Shooting Stars or Game ON programmes.</p>	This will be a yes/no question.

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Inclusion	We have completed the Inclusive Health Check tool on our dashboard.	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.	<p>The Inclusive Health Check (IHC) has been redesigned to encompass equality and is a tool that is designed to complement whole school improvement. It is designed to be used as part of a process rather than a one-off check and covers SEND, Ethnicity, Gender, Age and LGBTQ+ topics with training resources provided by our equality partners.</p> <p>Your SGO will verify your use of the tool. There are no right and wrong answers to the IHC but it can guide you towards specific equality elements in your School Games and PE planning to include every pupil.</p>	Don't rush completing the tool, start with strategic direction and then choose the different elements that would help your school the most. With brilliant resources provided by our partners and printable action plans it's an ideal tool to help you demonstrate how equality is a central part of your whole school planning process.	This will be a yes/no question.
Physical Literacy and Positive Experiences	We are aware of the term Physical Literacy as a school.	<p>Physical Literacy is our relationship with movement and Physical Activity throughout life.</p> <p>The new physical literacy consensus statement for England (launched September 2023) encourages us to look at PA engagement through a different lens. It considers how individuals move, think, feel and connect in and through movement and how circumstances and past experiences impact how positive our experiences can be and ultimately the relationship that we have with Physical Activity.</p> <p>As such Physical Literacy brings enduring value to the curriculum and forms the basis for an effective PE, School Sport and Physical Activity school offer.</p> <p>The School Games plays an important role in supporting Physical Literacy through carefully targeted competitions/events that ensure positive experiences for all, and through supporting children to be active throughout the day.</p>	Your SGO will verify your physical literacy provision through your PE curriculum plans, extra-curricular timetables, event entries. They will also ask to see where Physical Literacy has been shared across your schools for example at staff meetings, governor meeting or on staff notice boards etc. Your school may have evidence of how it has encouraged staff to connect personally with physical literacy, raising their awareness of their own relationship with movement and physical activity.	Seek help from your SGO to find effective ways to start to think about Physical Literacy for your school staff and wider community. For further information on the Physical Literacy consensus statement you can visit https://www.sportengland.org/news-and-inspiration/physical-literacy-consensus-statement-england-published and hear the thoughts of Emma Mackenzie-Hogg (Development Manager Education, Youth Sport Trust). Consider how any student voice exercises you've undertaken will inform your work on physical literacy in the future.	This will be a yes/no question.

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Culture	Do you believe in the vision and mission of the School Games and are you committed to a universal Physical Activity offer alongside delivering positive experiences of school sport?	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 through 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 is responsible for verifying that your school has adopted the School Games vision and mission and will need to see evidence of this including how it has been shared and checked for understanding by the School Games lead with the rest of the staff. What do Governors know and understand about the School Games and how has this been communicated to parents for example.	Read the Vision & Mission on the School Games website. Consider the breadth and balance of your offer (intra/inter, leadership, transition and the 'active schools' agenda) Does it have something that will engage the least active or those students who face inequality in any way? Are the experiences you provide all delivered in the same way or do you adapt delivery to allow children to engage and progress at the right level for them?	This will be a yes/no question.
Youth Engagement	Have you undertaken any Youth Voice related to your school sport provision?	The first step in understanding what activity experience is appropriate for your target group of young people is understanding their motivations, competence and confidence to take part. Consultation can help you to identify the barriers that prevent young people from taking part to help you to remove them from any competition experience you look to provide.	Your SGO will verify this and so you need to be able to share how you have consulted children in relation to your provision. You may have done this across the whole school, with targeted groups in order to tackle inequality or through existing youth voice related opportunities e.g. School Sport Organising Committees/Crews or School Councils.	Download the Positive Experiences in Competition toolkit – consider the tips on how to consult young people (STEP 2) and consider setting up a School Sport Organising Crew if you haven't done so already – your SGO will be able to help you to do this. Download the Inclusion 2020 Youth Voice Toolkit - this has detailed guidance on how schools can run an effective and inclusive focus group: https://www.youthsporttrust.org/resources/inclusion/inclusion-2020-youth-voice-toolkit	This will be a yes/no question.

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Scale and Reach	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?	Examples include, but aren't restricted to; those young people who will benefit emotionally, socially or physically, those young people who do not participate in any after school opportunities, pupil premium, SEND, etc.	Your SGO will verify how you have delivered targeted opportunities and will ask to see evidence such as registers and/or attendance at events.	Use your School Development Plan and Youth Voice results to identify the groups who your school will be targeting throughout the year and seek help from your SGO to find the events to support the active recovery of these groups.	This will be a yes/no question.
Curriculum	Does your Physical Education curriculum offer provide equal opportunities for young people regardless of gender?	Schools need to demonstrate that this is an area that they have considered, that they are listening to the young people and are developing opportunities which are more equal within the Physical Education curriculum.	<p>Your evidence can/should include written reviews of your curriculum (before and after); consultations with your young people (identifying where gender has been considered) and how they have influenced your provision; professional development undertaken by staff to provide more opportunities for underrepresented groups in your school.</p> <p>You may also wish to consider using the Inclusive Health Check (available to all schools on their dashboard at www.yourschoolgames.com); the Girls Active review tool https://www.youthsporttrust.org/programmes/targeted-interventions/girls-active/girls-active-survey, the Girls Football School Partnership Equal Access Survey (available March > June) or your own student voice reports.</p>	<p>We expect that schools will use 23/24 to start considering how to better cater for all young people including considering access by gender.</p> <p>Ensure your colleagues are aware of the issue and consider free training offered by National Governing Bodies such as the FA Disney Inspired Shooting Stars or Game ON programmes.</p>	This will be a yes/no question.

Silver Criteria 2023/24

SILVER CRITERIA

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60 Active Minutes	Does your school have a clearly planned approach to 60 active minutes and in particular to deliver the 30 minutes that your school is driving for every child within your school day?	This is about your provision over and above your timetabled Physical Education time. This is about how you are encouraging your young people to be physically active across the school day and beyond.	Your SGO will verify this and so you need to be able to evidence how your school is adhering to the Chief Medical Officer's recommendations. The Your School Games website https://www.yourschoolgames.com contains ideas and tools on how to implement and evidence the delivery of 60 active minutes, such as timetable overviews etc	Ask your SGO for help! They may be running training or have case studies which can help you deliver more activity during the school day. Consider reviewing your timetable to show you where you might want to prioritise the development of 60 active minutes to find suggestions to help you create more activity.	This will be a y/n dropdown box. You will be asked to select from drop down boxes about some examples of what you are currently delivering – your responses will not affect your score.
Inclusion	Does your extra-curriculum offer provide equal opportunities for young people regardless of gender?	<p>One of the key principles of the School Games is to drive equal access by embedding youth engagement to give young people a voice, choice and opportunity.</p> <p>Equality of opportunity will vary in schools but it's specifically worth noting that girls' happiness levels have significantly declined over the last 15 years, with only 17% of girls aged 7-21 stating they feel very happy, compared to 40% in 2009 (Girl Guiding Report, 2023).</p> <p>Having fun and being with friends are the strongest two motivations for all girls to take part in sport, Physical Activity and PE at school.</p>	<p>Your evidence will need to include things like written reviews of your extra-curricular programme (before and after); consultations with your young people (identifying where gender has been considered) and how they have influenced your provision; professional development undertaken by staff to provide more opportunities for underrepresented groups in your school.</p> <p>You are also encouraged to consider using the Inclusive Health Check (available to all schools on their dashboard at www.yourschoolgames.com); the Girls Active review tool https://www.youthsporttrust.org/programmes/targeted-interventions/girls-active/girls-active-survey, the Girls Football School Partnership Equal Access Survey (available March > June) or your own student voice reports.</p>	<p>We expect that schools will use 23/24 to start considering how to better cater for all young people including considering access by gender.</p> <p>Ensure any coaches you are working with in support of your extra-curricular offer are aware of the intent for each activity and the ways to make sure they support the delivery of positive experiences.</p> <p>Consider free training offered by National Governing Bodies such as the FA Disney Inspired Shooting Stars or Game ON programmes.</p>	This will be a yes/no question.

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Inclusion	Does at least 75% of your intra-school competitions have a clearly defined intent?	We know that competition does so much more than tell young people who is the best at a certain sport or activity! What is it that you want your pupils to learn from taking part in your intra-school competitions? Creating events by starting with clear intent will ensure you maximise engagement, learning and enjoyment.	Your SGO will verify this and so you need to be able to evidence your timetable of intra competitions/events over the year and what the difference is that you are trying to make to the young people through these. By adding all intra-school event details to the events section of www.yourschoolgames.com , your SGO will immediately be able to see the intent for each event.	Download the Positive Experiences in Competition toolkit – watch the videos and complete the simple tasks to help make sure your events work to create a positive experience for all your students.	This will be a y/n dropdown box. You will be asked to select from drop down boxes about some examples of intent and examples that you are currently delivering – your responses will not affect your score. We also would like to know what sports/activities you are using to engage your young people; this will be a table where you will tick the relevant options for intra and where you are also engaging in inter competitions/ events.
Physical Literacy and Positive Experiences	We understand the concept of Physical Literacy and it informs our thinking and practice.	Physical Literacy is our relationship with movement and Physical Activity throughout life. The new physical literacy consensus statement for England (launched September 2023) encourages us to look at PA engagement through a different lens. It considers how individuals move, think, feel and connect in and through movement and how circumstances and past experiences impact how positive our experiences can be and ultimately the relationship that we have with PA. As such Physical Literacy brings enduring value to the curriculum and forms the basis for an effective PE, School Sport and Physical Activity school offer where we strive to create positive experiences for every child. The School Games plays an important role in supporting Physical Literacy through carefully targeted competitions/events that ensure positive experiences for all, and through supporting children to be active throughout the day.	Your SGO will verify this and will ask to see where the understanding of Physical Literacy across your school has informed your thinking/practice – for example at staff meetings, governors meetings, in curriculum design, through reviewing the extra-curricular programme or through communications to delivery partners, parents and the wider community. Your school may have evidence of how it has encouraged staff to connect personally with physical literacy, raising their awareness of their own relationship with movement and physical activity.	Seek help from your SGO to find effective ways to start to think about Physical Literacy for your school staff and wider community. For further information on the Physical Literacy consensus statement you can visit https://www.sportengland.org/news-and-inspiration/physical-literacy-consensus-statement-england-published and hear the thoughts of Emma Mackenzie-Hogg (Development Manager Education, Youth Sport Trust), here . Consider how any student voice exercises you've undertaken will inform your work in creating positive experiences for young people.	This will be a yes/no question.

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Physical Literacy and Positive Experiences	We are starting to apply Physical Literacy approaches to our practice.	We know that schools want to deliver activities which encourage children to develop a positive relationship with Physical Activity and movement. We don't expect schools to change what they do, but rather adopt a physical literacy lens through which to make explicit planning, learning and activities that focus on ensuring all pupils experience positive movement experiences.	Your SGO will verify this and will ask to see where Physical Literacy is informing the approaches you are starting to take – for example through the planning of a club or event, at staff meetings, governors meetings, in curriculum design, through reviewing the extra-curricular programme or through communications to delivery partners, parents and the wider community.	Seek help from your SGO to find effective ways to start to think about Physical Literacy for your school staff and wider community. You might find support within one of the many School Games case studies, available through the resources section on your dashboard.	This will be a yes/no question.
Culture	Do you communicate your School Games competition/ events plans to all parents?	To secure the best engagement from young people you may also wish to enlist the support of their parents/carers. This can help them understand why their child has been chosen to take part and what the event aims to achieve so that they can celebrate this with them.	Your SGO will verify this and so you need to be able to share your approach with them and evidence this. Evidence includes: <ul style="list-style-type: none"> • Newsletters • Social media posts • Letters home • Website stories etc. 	Download the Positive Experiences in Competition toolkit – how might you communicate logistics with parents (STEP 5)? How would you respond to the key questions set out in the document?	This will be a y/n dropdown box. You will be asked to select from drop down boxes about some examples of how you achieve this – your responses will not affect your score and are optional.

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Youth Engagement	Do you have a clear process to engage and glean your young people's views on your school sport and Physical Activity offer?	<p>The first step in understanding what activity experience is appropriate for your target group of young people is understanding their motivations, competence and confidence to take part.</p> <p>Consultation can help you to identify the barriers that prevent young people from taking part to help you to remove them from any competition experience you look to provide – demonstrating that your school values student voice by feeding back to the young people on how their views are going to be/have been used and what has happened as a result will support engagement.</p>	<p>Your SGO will verify this and so you need to be able to share how you have consulted children in relation to your provision.</p> <p>You may have done this across the whole school, with targeted groups in order to tackle inequality or through existing youth voice related opportunities e.g. School Sport Organising Committees/Crews or, with School Councils.</p>	<p>Download the Positive Experiences in Competition toolkit – consider the tips on how to consult with young people (STEP 2) and consider setting up a School Sport Organising Crew if you haven't done so already – your SGO will be able to help you to do this. Download the Inclusion 2020 Youth Voice Toolkit - this has detailed guidance on how schools can run an effective and inclusive focus group: https://www.youthsporttrust.org/resources/inclusion/inclusion-2020-youth-voice-toolkit</p>	This will be a yes/no question.
Scale and Reach	What sports have you run at an intra-school level where you have used/ followed the School Games NGB format?	In order to reach the broadest possible group of young people, schools will want to provide a wide range of intra-school opportunities, designed to excite, engage and allow opportunities to develop.	Your SGO will verify this and you need to be able to provide evidence of your intra-school competitions/ events over the year in but these must be shown to have followed the School Games format provided by that sport. Evidence might include photographs, results, newsletter articles etc.	The School Games National Governing Body challenges and competitions will form the basis of a schools' intra-school offer and can be found by searching under the sports tab found in the resources section of www.yourschoolgames.com	Schools will tick all sports that apply to them.

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Curriculum	Does your Physical Education curriculum offer provide equal opportunities for young people regardless of gender?	Schools should demonstrate that this is an area that they have considered, that they are listening to the young people and are developing opportunities which are more equal.	<p>Your evidence need to include written reviews of your curriculum (before and after); consultations with your young people (identifying where gender has been considered) and how they have influenced your provision; professional development undertaken by staff to provide more opportunities for underrepresented groups in your school.</p> <p>You may also wish to consider using the Inclusive Health Check (available to all schools on their dashboard at www.yourschoolgames.com); the Girls Active review tool https://www.youthsporttrust.org/programmes/targeted-interventions/girls-active/girls-active-survey, the Girls Football School Partnership Equal Access Survey (available March > June) or your own student voice reports.</p>	<p>We expect that schools will use 23/24 to start considering how to better cater for all young people including considering access by gender.</p> <p>Ensure your colleagues are aware of the issue and consider free training offered by National Governing Bodies such as the FA Disney Inspired Shooting Stars or Game ON programmes.</p>	This will be a yes/no question.

Gold Criteria 2023/24

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Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
60 Active Minutes	Are you delivering 30 active minutes for 50% (30% for special schools and PRUs) of your school population and are you tracking their 30-minute take-up (or not) beyond school?	This is about your provision over and above your timetabled Physical Education time and about how you are encouraging your young people to be physically active across the school day and beyond.	Your SGO will verify this and so you need to be able to evidence how your school is adhering to the Chief Medical Officer's recommendations. Tools such as a physical activity heat map. The Your School Games website https://www.yourschoolgames.com contains ideas and tools on how to implement and evidence the delivery of 60 active minutes, such as timetable overviews etc	Ask your SGO for help! They may be running training or have case studies which can help you deliver more activity during the school day. Consider reviewing your timetable to identify time when activity can be increased and start registers, records and/or surveys to capture which students are active and when.	This will be a y/n dropdown box. You will be asked to select from drop down boxes about some examples of what you are currently delivering and how you are tracking their engagement beyond school – your responses will not affect your score.
	You are aware of your least active pupils and have planned provision to target and increase their regular daily Physical Activity levels?	This shows that you are aware of who the least active young people are in your school and are prioritising their needs by creating activities to help them move more throughout the day.	Your SGO will verify this and so you need to be able to evidence a range of opportunities to be active throughout the day and what the difference is that you are trying to make to the young people through these as well as the uptake and impact – did you achieve what you set out to?	Schools can use the Case Study library on www.yourschoolgames.com to develop activities which target appropriately and support your provision.	This will be a y/n dropdown box.
Inclusion	Does your extra-curriculum offer provide equal opportunities for young people regardless of gender?	<p>One of the key principles of the School Games is to drive equal access by embedding youth engagement to give young people a voice, choice and opportunity.</p> <p>Equality of opportunity will vary in schools but it's specifically worth noting that girls' happiness levels have significantly declined over the last 15 years, with only 17% of girls aged 7-21 stating they feel very happy, compared to 40% in 2009 (Girl Guiding Report, 2023).</p> <p>Having fun and being with friends are the strongest two motivations for all girls to take part in sport, Physical Activity and PE at school.</p>	<p>Your evidence can/should include written reviews of your extra-curricular programme (before and after), consultations with your young people (identifying where gender has been considered) and how they have influenced your provision; professional development undertaken by staff to provide more opportunities for underrepresented groups in your school.</p> <p>You may also wish to consider using the Inclusive Health Check (available to all schools on their dashboard at www.yourschoolgames.com); the Girls Active review tool https://www.youthsporttrust.org/programmes/targeted-interventions/girls-active/girls-active-survey, the Girls Football School Partnership Equal Access Survey (available March > June) or your own student voice reports.</p>	<p>We expect that schools will use 23/24 to start considering how to better cater for all young people including considering access by gender.</p> <p>Ensure any coaches you are working with in support of your extra-curricular offer are aware of the intent for each activity and the ways to make sure they support the delivery of positive experiences.</p>	This will be a yes/no question.

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Inclusion	Have you put in place a CPD plan which aligns to your staff needs in terms of their confidence and competence to include all young people in your offer?	Staff will have varying levels of confidence in delivering high quality opportunities in PE and School Sport. Identifying who needs Professional Development and choosing the right support will be crucial in developing your offer.	Evidence for this aspect can/should include training delivered through your School Games Organiser, National Governing Bodies or other organisations. Certificates, training logs or materials would provide evidence of engagement.	Consider free training offered by National Governing Bodies such as the FA Disney Inspired Shooting Stars or Game ON programmes. You may also be able to access support from teachers or coaches with a specialism in engaging different groups.	This will be a yes/no question.
Physical Literacy and Positive Experiences	We adopt a Physical Literacy informed approach to our offer e.g. understanding the thoughts, feelings and experiences of our young people.	Physical Literacy is our relationship with movement and Physical Activity throughout life. The new physical literacy consensus statement for England (launched September 2023) encourages us to look at PA engagement through a different lens. It considers how individuals move, think, feel and connect in and through movement and how circumstances and past experiences impact how positive our experiences can be and ultimately the relationship that we have with PA. As such Physical Literacy brings enduring value to the curriculum and forms the basis for an effective PE, School Sport and Physical Activity school offer where we strive to create positive experiences for every child. Through this question we want to know what your school is doing to help it's staff understand how to use Physical Literacy to benefit your young people.	Your SGO will verify this and will ask what steps your staff have taken to understand the relationship pupils have with PE, School Sport & Physical Activity and how they are ensuring pupils have greater self-awareness of their experiences and related relationship with movement and PA. You can offer evidence through staff meetings, planning, monitoring PE lessons, observations, reviews of extra-curricular engagement or pupil voice exercises.	Seek help from your SGO to find effective ways to support your colleagues with Physical Literacy. For further information on the Physical Literacy consensus statement you can visit https://www.sportengland.org/news-and-inspiration/physical-literacy-consensus-statement-england-published and hear the thoughts of Emma Mackenzie-Hogg (Development Manager Education, Youth Sport Trust), here . Consider how any student voice exercises you've undertaken will inform your work in creating positive experiences for young people.	This will be a yes/no question.
	We consistently create participation experiences that focus on how pupils move, connect, think and feel, helping them understand and develop their own relationship with movement and Physical Activity to find value, enjoyment and meaning.	In addition to the above, what actions have the school take to embrace Physical Literacy and provide Positive Experiences?	Your SGO will verify this and will ask where your Physical Literacy informed approach can be seen within your school – for example through the design of your PE curriculum, the way in which your lessons build on not solely physical competence but whole child, holistic development socially, emotionally and cognitively.	Seek help from your SGO to find effective ways to support your colleagues with Physical Literacy. For further information on the Physical Literacy consensus statement you can visit https://www.sportengland.org/news-and-inspiration/physical-literacy-consensus-statement-england-published and hear the thoughts of Emma Mackenzie-Hogg (Development Manager Education, Youth Sport Trust), here .	This will be a yes/no question.

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Culture	Do you share with all parents your competition intent and ask the same of other external providers engaging and delivering within with your school?	To secure the best engagement from young people we may also wish to enlist the support of their parents/ carers and other providers. This can help them to understand why they have been chosen to take part and what the event aims to achieve so that they can celebrate this with their children.	Your SGO will verify this and so you need to be able to share your approach with them and evidence this. You can show planning documents, letters home, newsletters, coach agreements or pictures of noticeboards as evidence to support this aspect.	Download the Positive Experiences in Competition toolkit – how might you communicate intent with parents (STEP 5)? How would you respond to the key questions set out in the document?	This will be a y/n dropdown box. You will be asked to select from drop down boxes about some examples of how you achieve this and what other providers you are engaging with – your responses will not affect your score and are optional.
Youth Engagement	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?	To support the personal development of your young people, many schools seek to provide a range of volunteering opportunities connected to the School Games. Roles vary in order to engage an array of pupils with differing skills and levels of confidence and also to add volunteer capacity to support your schools' provision. They may also be working with leaders to co-design and co-produce opportunities to be active.	Your SGO will verify this and so you need to be able to share your approach with them. You should demonstrate how you have done this across the whole school, with targeted groups in order to tackle inequality or through existing youth voice related opportunities e.g. School Sport Organising Committees/Crews or School Councils.	Consider setting up a School Sport Organising Crew if you haven't done so already – you can find more out more about this by contacting your SGO or by searching 'SSOC' within the resources section of your School Games dashboard. Think about how you respond to any student voice exercises you've undertaken – what role will your leaders play in co-creating, co-producing or delivering any activities you provide in response?	This will be a y/n dropdown box along with some numbers involved that you will need to input. There will be further drop down boxes to capture the type of leadership opportunity that you provide and how once engaged and trained these young people are helping you with your delivery of your School Games offer. You will be asked to select from drop down boxes about some examples of how you achieve this – your responses will not affect your score and are optional.
Scale and Reach	What sports have you participated in at an inter-school level as provided by your SGO?	In order to reach the broadest possible group of young people schools will want to provide access to a wide range of inter-school opportunities.	Your SGO will verify this and should be able to support your gathering of evidence for this question via the events they have organised for you. You should also be able to evidence your attendance competitions/events over the year in addition to those provided by your SGO but these must be shown to have followed the School Games format provided by that sport.	Your SGO will provide you with a calendar of opportunities to support the development of children throughout the year. In addition to the School Games priority groups your school may also be engaging in other events offered locally to involve a wider range of young people. The School Games National Governing Body competition formats will form the basis of a schools' inter-school offer and can be found by searching under the sports tab here .	Schools will tick all sports that apply to them.

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GOLD CRITERIA

Chapter	Criterion	Explanation	Examples of Supporting Evidence	Top Tips	Comments
Curriculum	Does your Physical Education curriculum offer provide equal opportunities for young people regardless of gender?	Schools should demonstrate that this is an area that they have considered, that they are listening to the young people and are developing opportunities which are more equal.	<p>Your evidence can/should include written reviews of your extra-curricular programme (before and after); consultations with your young people (identifying where gender has been considered) and how they have influenced your provision; professional development undertaken by staff to provide more opportunities for underrepresented groups in your school.</p> <p>You may also wish to consider using the Inclusive Health Check (available to all schools on their dashboard at www.yourschoolgames.com); the Girls Active review tool https://www.youthsporttrust.org/programmes/targeted-interventions/girls-active/girls-active-survey, the Girls Football School Partnership Equal Access Survey (available March > June) or your own student voice reports.</p>	<p>We expect that schools will use 23/24 to start considering how to better cater for all young people including considering access by gender.</p> <p>Ensure your colleagues are aware of the issue and consider free training offered by National Governing Bodies such as the FA Disney Inspired Shooting Stars or Game ON programmes.</p>	This will be a yes/no question.
	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 shows that your school understands that 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.	Your SGO will verify this and so you need to be able to evidence which groups of young people would benefit most i.e. SEND, pupil premium students etc.	<p>Download the Positive Experiences in Competition toolkit – reflect on the advice regarding identifying the young people in greatest need (STEP 1).</p> <p>Engage with your SGO as soon as you are able – see what from their offer of events, leadership opportunities, transition support and 60 Active Minutes work you can engage with to support your priority groups.</p>	<p>This will be a y/n dropdown box.</p> <p>You will be asked to select from drop down boxes about some examples of cohorts of young people that you are currently targeting and the types of interventions that you would like to see or are already engaged in – your responses will not affect your score and are optional.</p>

Platinum Criteria 2023/24

PLATINUM CRITERIA

*only applicable to schools who can demonstrate they have achieved the gold standard in 2017/2018, 2018/2019, 2021/2022, 2022/23 & 2023/24.
Schools are asked to select one area to share your learning from

Criterion	Explanation	Top Tips	Examples of Supporting Evidence
<ul style="list-style-type: none"> • 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 have undertaken a review of your curriculum and extra-curriculum through the lens of gender and how student voice has shaped your offer resulting in equal opportunities to access sports based on the demand of students across your different key stages • 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 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. 	<p>We want to learn and gain some insights into where schools are in their engagement in the evolution of the School Games. We want to understand what it takes to be a fully engaged and committed school to help others on their journey of change. To that end we will look for some narrative from your school to demonstrate the impact and meaningful difference you are making. 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.</p>	<p>It's over to you!</p> <p>You have shown consistent engagement with the School Games, it's mission and values over the past 5 years or more. Applying for a Platinum award enables you to showcase where your school has been able to have exceptional impact. Schools will choose a case study area which fits an impressive aspect of their provision and present this impact in a way of their choosing – get creative! You may choose to write a case study (template supplied), put forward a narrative written by a third party, share a video case study presented by your pupils – whatever way try to address the areas covered by the case study template to ensure your submission has the best chance of success!</p>	<p>For a Platinum award it is expected that applications will only be made following consultation with your SGO. They will therefore be aware of the range of evidence your school has to support their current and past award submissions.</p> <p>Keep in touch with your SGO they will help you collate and demonstrate all the positive things you do to encourage Physical Activity and sport for your students.</p>

The use of media and social media to promote your School Games offer and engagement should take GDPR into account and your school's commitment to the data you may hold as well as following your own school policy.

We will ensure that any mention of the potential use of social media includes advice from the Child Protection In Sport Unit (CPSU). Their recommendation is that even where parental consent has been obtained in accordance with data protection requirements, it is not advisable to include recognisable images of young people with other identifying information, such as a school name, due to the safeguarding risks it presents.

Please refer to our terms and conditions in the criteria documentation as to how we will use your information/data and imagery where applicable.