



School Games Roadmap

2021/22

Updated September 2021



School Games Outcomes 2021/22



The five School Games outcomes that were released for the 2020/21 academic year to reflect COVID-19 and school closures have been updated. This is to ensure that there is a clear direction and a collective ask to the School Games network to work towards the same priorities for those young people in year 3 to 13 across all education settings.

For 2021/22, we also encourage you across the year to maximise the spirit and power of Birmingham 2022 Commonwealth Games to inspire a new generation of young people to be more physically literate.

The outcomes for the School Games network to work towards in the 2021/22 academic year are:

1 To maintain and grow school engagement¹ in the School Games and their delivery of 60 active minutes

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

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

Targeting young people who need the intervention most (particularly but not exclusively those from low social economic backgrounds, minority ethnic groups, SEND, girls) to improve their physical literacy, social, emotional and physical wellbeing

3 To have a clear focus on secondary schools and transition points (Yr.3 and Yr.7/8)

Continuing to prioritise the engagement and delivery in secondary schools but also recognising the impact in early Key Stage 2²

4 To create positive experiences that support the character development of young people, capitalising on Birmingham 2022 Commonwealth Games by empowering young people to design, deliver and promote Physical Activity and/or Competition

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

5 To advocate to key stakeholders³ how the School Games makes a meaningful difference to the lives of children and young people, including supporting schools to engage and educate 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

¹ Schools can be primary, secondary, special, alternative provision, bases/units and other educational settings inclusive of the independent sector

² In areas of the country that continue to operate a three-tier system, the appropriate transition points should be considered

³ Key stakeholders will look different in each SGO area but could include Senior Leaders in school, national governing bodies of sport, public health partners, community/voluntary groups

School Games Minimum Expectations 2021/22



As a local network supported nationally, there is a need to demonstrate the scale and impact of the School Games network collectively. Keeping alignment to the Sport England 'Uniting a Movement' strategy, there has been a formal review of the SGO Task List and the below outlines the updated expectations of a three day a week role and what needs to be delivered as a minimum with a focus on those young people in years 3-13.

The principles underpinning the role are to:

- Address local inequalities and greatest need
- Harness the power and inspiration of the Birmingham 2022 Commonwealth Games
- Increase secondary engagement and opportunities
- Ensure inclusive practice and opportunities
- Collaborate across a county area
- School Games is for young people, by young people
- Connecting communities and ensuring young people can access appropriate community opportunities
- Increase the physical literacy of young people to contribute to improving Active Lives data locally and nationally.

For 2021/22 School Games Organisers will be required to:

Planning and Reporting

- Complete a development plan (using the national tool) to cover the 2021/22 academic year, updating by three identified points in the year*
- Articulate in the development plan how community connections will be made to ensure that young people can continue on their participation journey
- Upload a termly School Games offer through the School Games dashboard in time for three nationally identified points* where data will be drawn from the website, ensuring that all provision has a clear intent and that participation data (inclusive of least active and transition data) is included
- Demonstrate an understanding of the pupil demographics (e.g. SEND, gender, ethnicity, free school meals, physical activity data etc) and the education settings/units in the SGO area to inform the identification of the young people and schools that would benefit most from a targeted offer
- Develop two case studies (one of which should focus on targeted competition with intent) over the course of 2021/22 to demonstrate the impact of the School Games and capture the meaningful difference that it has made to young people who need it most
- Collaborate across a county area with fellow SGOs, Active Partnership colleagues and other School Games partners inclusive of National Governing Body of Sports (NGBs) to inform the local and county School Games offer/provision based on schools and young people's needs and those from under-represented communities
- Demonstrate an understanding of parents and other key stakeholders' views of the School Games and develop strategies to improve their knowledge and understanding
- Consider how to maximise the spirit and power of Birmingham 2022 Commonwealth Games across your provision for 2021/22 and in particular creating a legacy through engaging with young people, co-creating and using them in the delivery, advocacy and promotion of the School Games.

* Updating by 15th December 2021, 6th April 2022, 13th July 2022

School Games Minimum Expectations 2021/22



School Engagement

- Work with schools to maintain and grow their **active engagement**⁵ in the School Games
- Produce a rating for all schools based on engagement in the School Games and identify suitable strategies to support and improve engagement, reflecting this in the SGO development plan
- Promote and advocate the role of the School Games and the difference it can make; this includes developing a communication plan to improve the profile and value of school sport and physical activity in the SGO host site and across schools in the area
- Establish a clear mechanism to communicate with **all** schools within the SGO area
- Drive and position tools, such as School Games Mark, Inclusive Health Check and Active School Planner, to help engage schools and to help them better understand their needs and to then reflect this in the SGO Development Plan
- Work with schools in the SGO area to plan for and increase delivery of 60 active minutes as an entitlement for every child.

Delivery

- Provide an offer of Professional Development and communication for all schools to increase their understanding and increase their provision of 60 active minutes
- Work with a minimum of one secondary school to pilot 60 active minutes practice, and share this within the county and where appropriate nationally
- Work intensively with a minimum of two of the least engaged schools in an SGO area over the academic year to improve their understanding, engagement and access of the School Games offer locally
- Provide tools and resources to help schools to engage young people in meaningful student voice and provision of opportunities to facilitate co-creation, design and delivery of the School Games offer
- Co-ordinate and signpost schools and young people to a programme of relevant training of leadership, volunteering and officiating experiences to support the delivery of the School Games offer locally
- Design and deliver a broad and balanced participation and competition offer⁶. It is expected that an SGO can facilitate a minimum of 15 targeted inter competitions/festivals with clear intent (inclusive of virtual) and three personal challenges. These will be based across a range of sports/activities and NGB School Games formats.

Professional Development

- Take a proactive interest in your professional development, including engaging with a Development Coach and line manager to consider individual CPD needs; and review the SGO area development plan regularly
- Drive and position tools such as School Games Mark, Inclusive Health Check and Active School Planner to help engage schools and to help them better understand their needs and to then reflect this in the SGO Development Plan
- View, either live or through playback, the 'Welcome Back Webinars' at the start of each term.

5 Actively engaged schools must demonstrate they have:

- Worked with our SGO on at least 1 of the School Games outcomes this academic year
- Delivered targeted opportunities for those young people who need it most through the School Games in school and where appropriate attend/engage in our SGOs provision
- Belief in the vision and mission of the School Games and are committed to delivering physical activity and positive experiences for all our young people
- Accessed our School Games dashboard and uploaded information where appropriate on the events calendar

6 A broad and balanced offer should look to provide a range of sports and activities that are age and stage appropriate, delivered with intent; with a mix of intra/inter; virtual and face to face targeting a range of young people.

Reporting – What will be measured/ reported on and how



Delivery of the School Games outcomes and minimum expectations will be tracked through the following:

School Games Website

This will provide information on the SGO area competition, events and training offer, the number of young people accessing opportunities, the intent of the offer and information on target groups inclusive of transition and under-represented groups. This will be expanded over the course of the 2021/22 academic year to capture other statistical information, reducing the need for future termly ECORYS reporting.

SGO Development Plan

This will demonstrate progress towards outcomes and could evolve to include data collection as needed. You will need to ensure that your development plan becomes a working document. There will be three points in the year where we will need your progress and impact to be updated.

Case Studies

Case studies will tell the story around impact and making a clear and meaningful difference. We will look to re-determine the parameters of case studies and consider the how these can be effectively captured.

Development Coach Team

The Development Coach team will support SGOs to be clear on emerging priorities and CPD needs and will highlight areas of good practice.

