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ACTIVE  
MARC  
CYMRU

Guidance notes for  
completing the ActiveMarc  
Cymru application form

2010 – 2011



# ACTIVE MARC CYMRU

The ActiveMarc Cymru quality award has been developed between the Association for Physical Education ([www.afpe.org.uk](http://www.afpe.org.uk)) and Sport Wales. ActiveMarc Cymru is awarded to schools that demonstrate a commitment to developing high quality Physical Education and School Sport for all children. It an opportunity to celebrate and recognise success and good practice in schools.

Applicants will find it useful to refer to the Sport Wales / PESS / Dragon Sport / 5x60 websites as well as the Estyn self-evaluation manual for primary and secondary schools and the DfES / DCMS document 'High Quality PE and Sport for Young People' in order to identify the key features of high quality Physical Education and School Sport.

When a school applies for the ActiveMarc Cymru Award it engages in the process of self evaluation whereby strengths and areas for development are identified. The application form refers to the Estyn framework, based on the three key questions. This evaluation process will produce a wealth of information that can be used to inform future planning. Where schools have completed the PESS self-evaluation, important evidence identified in this process can be used to complete this application.

## Which schools can apply?

- Primary
- Infant / Junior
- Secondary
- Special
- Independent

ActiveMarc Cymru focuses on quality provision and high standards. It is not designed to identify schools with the best facilities.

## What's in it for you?

**The school and governors** – Recognition of high quality work in the school and the wider community, as well as evidence for school inspection

**The teachers** – Higher status and profile of physical education and school sport in the school and wider community

**The pupils** – Opportunity to be involved in a wide range of learning experiences

**The parents** – Evidence of quality experiences in PE and school sport and a commitment to health and active lifestyles.

## What will you get?

Schools achieving ActiveMarc Cymru status will be rewarded with a certificate and will be able to display the ActiveMarc logo on school documentation and websites for three years.

## How do schools apply?

Schools can enter by downloading the application form which can be accessed via the ActiveMarc Cymru section of the Sport Wales website. Go to 'Our Programmes', click on the Active Young People section or click on the following link to take you to the appropriate pages:

<http://www.sportwales.org.uk/our-programmes/about-activemarc.aspx>

## Completing your application

Within the guidance notes, each key question contains 'Points for Consideration' which will guide your answer in the 'Good Features' column. You should read through these carefully so that you fully understand the question and what is expected in your answer.

**For tips on how to complete your application, please read the do's and don'ts on page 3 of the application form.**

The list in the 'Supportive Evidence' column is there for you to pick those which are applicable to your application. The list of evidence is not exhaustive or prescriptive. If specific evidence is not shown in that list, please add them under 'Others'.



**IMPORTANT** – When you complete a statement in the ‘Good Features’ column, please make sure that you cross-reference it with the evidence.

On the final page of the form, the application will need to be endorsed by the Headteacher of your school.

**NB. Only the official electronic ActiveMarc Cymru application form must be submitted to [activemarc@sportwales.org.uk](mailto:activemarc@sportwales.org.uk). No additional attachments should be included. Supporting Evidence referred to within the application must be made available if your school is visited by a member of the assessment panel. Once you have submitted your application form you will receive an acknowledgment receipt from [activemarc@sportwales.org.uk](mailto:activemarc@sportwales.org.uk).**

There are two opportunities to apply for the award in the 2010-11 academic year:

- **Round 1:**
  - Submission deadline - 26th November 2010. Applications received after this date will be considered in round 2
  - Notification by 28th February 2011.
- **Round 2:**
  - Submission deadline - 8th April 2011. Applications received after this date will not be considered and applicants will be required to re-apply in the next academic year
  - Notification by 30th June 2011.

The Assessment Panel is an independent panel comprising of experts from within the field of physical education, e.g. PE Consultants, PE advisors, University PE lectures. The Assessment Panel's decision is final.

### **Guidance for Local Authority Statement**

Your Local Authority will be asked to submit a statement to the ActiveMarc Cymru assessment panel. You do not need to take any further action. The statement will include evidence from AYP programmes (PESS, 5x60 or Dragon Sport) as well as evidence from your school improvement advisers. This will be added to your application form.



## KEY QUESTION 1 – HOW GOOD ARE OUTCOMES?

### Points for Inclusion, if appropriate:

Comment on how well learners are achieving in PE in each key stage, making reference to individual areas of activity to highlight particular issues.

#### 1. How well do learners achieve and progress in PE and school sport - standards?

- How well are learners achieving in PE in each key stage - where possible, make reference to the NCPE level descriptions, external examination results and vocational courses, if appropriate?
- How well is the Skills Framework implemented through PE and school sport?
- How well do learners progress within and across key stages?

#### 2. How well do learners achieve the wellbeing outcomes in PE and school sport?

- Comment on learners' attitudes to learning in PE, the interest they show in their work and their ability to sustain concentration.
- Do they have high levels of attendance and participation? Do they regularly bring appropriate kit? Do they take part enthusiastically?
- Are young leaders involved in delivering activities to other pupils? Do they have opportunities to voice their opinions?
- Do learners make choices about what and how they learn? Are they engaged in 60 minutes of activity every day? Are they engaged in extra curricular and community activity?
- Do they feel healthy and good about themselves?

### Where evidence may be found to support the application:

- Lesson observations
- Teacher assessments
- Examination results
- Learner's self and peer assessment
- Records of learners' progress and achievement
- Video clips of learners' work/achievements
- Schemes of work
- Example of curriculum work
- Information in teachers' registers
- School Improvement Plan
- PE Development Plan
- Previous inspection reports
- Learners' evaluations
- AYP management information
- Sport Wales survey information
- Involvement of Young Ambassadors and Young Leaders, sports leaders awards



## KEY QUESTION 2 – HOW GOOD IS PROVISION?

### Points for Inclusion, if appropriate:

#### 1. How well do we provide for high quality PE and school sport – learning experiences?

- a. Is adequate time provided for learners to develop their knowledge skills and understanding in PE? (NB, the target is two hours a week)
- b. Are the experiences broad and balanced? Are the experiences meeting the needs of all learners?
- c. Is there evidence of continuity and progression?
- d. Does the curriculum reflect the wider community?
- e. To what extent are lessons inspiring? To what extent are learners engaged and challenged? Are there opportunities to engage parents and the community to broaden the range of learning experiences?
- f. Are you providing opportunities for learners to adopt lifelong healthy habits? Are you giving learners the opportunity to be involved in designing their own learning experiences and responsibility and leadership opportunities?
- g. What are the objectives of your OSHL PE programme? Is the school involved in Dragon Sport (Primary school) or 5 x 60 (Secondary school)? Do you evaluate its effectiveness?

#### 2. How well do we provide for high quality PE and school sport – teaching?

- a. Are practitioners utilizing a range of teaching approaches?
- b. How well does planning documentation have clear outcomes that are linked to either NCPE or examination syllabi?

- c. Are teachers involving learners in assessing their own progress and task setting? How well do learners understand what they are to learn and why?
- d. How effective is the way you record and report progress?

#### 3. How well do we provide for high quality PE and school sport – care support and guidance?

- a. How well is the school progressing with the Healthy Schools scheme?
- b. What arrangements are made for risk assessment in PE? Are learners taught how to assess, take and manage risks?
- c. Are learners engaged in vigorous activity on a regular basis as part of the PE programme? Do learners understand the contribution of regular activity to their long-term health?
- d. To what extent does the PE programme develop high levels of self-esteem, self-confidence and self-worth for all learners? Do learners respect one another regardless of ability? Are issues of body image dealt with sensitively?
- e. What are the policies for non-participants? How are persistent non-participants encouraged to engage in PE?
- f. What policies are in place to ensure the healthy development of all learners? How well are these communicated to all stakeholders? How effective are outside agencies used to promote active lifestyles?
- g. Are learners across the spectrum of Additional Learning Needs (ALN) challenged sufficiently in PE? Are other medical professionals consulted about appropriate activities for learners with specific needs?

## KEY QUESTION 2 (CONTINUED)

### 4. How well do we provide for high quality PE and school sport – learning environment?

- a. Are there opportunities that cater for all abilities, gender and cultural diversity?
- b. To what extent is the accommodation fit for purpose? Do all learners have access to appropriate resources and equipment?

- c. Is the outdoor space utilized to enhance learning and help with the ‘feel good factor’? Are learners aware of the sporting opportunities that are available in the community?

#### Where evidence may be found to support the application:

- Schemes of work including lesson plans etc
- Lesson observation and evaluations
- Discussions with learners including learner satisfaction questionnaires
- Assessment records including: learner records, video clips of learners’ work/achievements and learner profiles
- Teachers’ CVs
- School Improvement Plan
- PE Development Plan
- Previous inspection reports
- AYP management information
- Involvement of Young Ambassadors and Young Leaders, sports leaders awards
- Teacher assessments
- Examination results
- Learner’s self and peer assessment
- Video clips of learners’ work/ achievements
- School policies,-child protection, equal opportunities, P.E , transition, well being.
- Records of risk assessments
- Pupil activity logs
- Sport Wales survey information



## KEY QUESTION 3 – HOW GOOD ARE LEADERSHIP AND MANAGEMENT?

### Points for Inclusion, if appropriate:

#### 1. How effective is leadership of PE in school sport?

- a. How does PE achieve a prominent profile in your school? Give a brief outline of the school's vision regarding PE and school sport.
- b. Are all staff given the opportunity to develop their training needs in PE and school sport?
- c. How much time and resource is the Subject Leader allocated to undertake his or her role? How does this impact on the quality of PE and school sport in your school? Are there opportunities for all staff to develop their PE and school sport training needs?
- d. Are leaders meeting national and local priorities for PE and school sport for their school and community? Are local and national events utilised to promote participation in PE and school sport, e.g. Commonwealth and Olympic Games?

#### 2. How effective is leadership and management of PE in school sport – improving quality?

- a. How effective are the monitoring and evaluation procedures in PE?
- b. How well do leaders consult with all key stakeholders, including learners, on raising standards in PE and school sport?
- c. How are professional learning communities, which identify developments for PE and school sport, established in school and across the partnership?

#### 3. How effective is leadership and management of PE in school sport – partnership working?

- a. Do you have effective partnerships that can have a positive outcome for learners' wellbeing?

- b. How well does the school engage with relevant partners to develop links with the community, for example, are they involved in planning and joint resources? How do you ensure that these partnerships are of a high quality?

### Where evidence may be found to support the application:

- Curriculum audits
- Timetables
- Schemes of work
- Learner profiles
- Assessment information
- PE policy documents
- Transition policies
- Award ceremony publicity material
- Discussions with learners
- OSHL timetable
- OSHL publicity material
- OSHL attendance registers
- Dragon Sport portfolio of evidence
- Discussions with community providers
- School Improvement Plan
- PE Development Plan
- Agreements with external providers

