

GIRLS ACTIVE (CORE TRAINING FOR TEACHERS)
HANDOUT 6 – Self-review

PE department/subject leadership and delivery

	Bronze	Silver	Gold
1. Consultation and relationships			
I. There is regular consultation with girls about PE, sport and physical activity.			
II. Girls are willing to discuss their views and feelings about PE, sport and physical activity with PE teachers.			
III. PE staff respond positively to girls’ suggestions about PE and sport and are open to change.			
2. Curriculum PE			
I. Engagement of girls is an explicit and shared priority within departmental planning.			
II. Increasing girls’ confidence and self-esteem is central to teaching and learning in PE.			
III. PE is made relevant to girls’ lives: to support them to be active for life and to develop their life skills.			
IV. Planning and delivery take account of girls’ preferences in terms of whom they work with.			
V. Girls are fully involved in designing and delivering aspects of the PE curriculum.			
VI. Various role models, including peers, are used to inspire girls’ participation in PE.			
VII. All girls are supported to achieve their potential in PE, including less-active, SEND, BME, Pupil Premium etc.			
3. Extra-curricular sport and physical activity			
I. Girls’ sports and physical activities have the same level of provision and profile in the department as boys’.			
II. Provision builds girls’ confidence and supports them to find their own reasons to be active.			
III. Extra-curricular provision takes account of girls’ wider lives, helping them to develop healthy habits.			
IV. Provision reflects and develops girls’ social networks and skills.			
V. Girls are fully involved in designing and delivering extra-curricular provision.			
VI. Various role models, including peers, are used to inspire girls’ participation in sport and physical activity.			
VII. All girls are supported to engage in extra-curricular activity, including less-active, SEND, BME, Pupil Premium etc.			
4. Accredited PE, sport and physical activity			
I. Accredited courses take account of girls’ interests and motivations.			
II. Accredited courses promote the ways in which they are relevant to girls’ wider lives, e.g. beyond sport.			
III. Girls involved in accredited courses are used as role models and leaders to inspire other girls.			

Criteria for Bronze, Silver, Gold. There are no set criteria for achieving each bench mark – provision should be judged on where you feel current practice is. As a guide; **Bronze: Emerging practice** – practice is not yet consistent. **Silver: Established practice** – practice is consistent. **Gold: Embedded practice** – this is a strength of the school.

If departmental/subject provision is strong, or to gain support to address issues, consider these **wider areas**.

	Bronze	Silver	Gold
5. Whole school			
I. Girls' PE, sport and physical activity have a high profile across the whole school.			
II. Senior leaders recognise the value of and support interventions to increase girls' engagement in physical activity.			
III. All staff recognise the benefits of PE, sport and physical activity to girls' wider lives and reinforce these to the girls.			
IV. Non-PE staff are positive role models in promoting healthy, active lifestyles.			
V. Non-PE staff's expertise is used to support the girls, e.g. cross-curricular work, wider skills, targeted groups.			
6. Parents			
I. Parents recognise the benefits of PE, sport and physical activity to their daughters' lives.			
II. Parents are aware of and support interventions to increase girls' engagement in PE and school sport.			
III. Parents are aware of the opportunities available for girls (and their families) to be active, in and beyond school.			
IV. Parents' knowledge, skills and connections are used to enhance provision for girls.			
7. Transition			
I. PE teachers share practice with colleagues in feeder/exit schools to create a seamless curriculum pathway for girls.			
II. Opportunities are provided for girls to work with girls from other schools to build relationships and confidence.			
III. Older girls are deployed as leaders and role models for younger girls.			
IV. Schools collaborate to enhance their extra-curricular provision for girls.			
8. Community sport and physical activity			
I. PE gives girls the confidence, motivation, competence, knowledge and understanding to be active beyond school.			
II. Girls are provided with positive role models from beyond school, e.g. local community, national personalities.			
III. Community providers' resources and expertise are used to enhance the school's provision for girls.			
IV. Girls are made aware of the different opportunities to be active in their local community.			
V. Girls are made aware of how they can progress in sport if they wish – as leaders/volunteers as well as performers.			
VI. Partners are actively involved in supporting girls to make the transition to community sport and physical activity.			

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Use this self-review to identify your priorities, e.g. to improve a bronze, embed a silver or maintain a gold:

Priority 1	
Priority 2	
Priority 3	

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