

## Mapping whole school quality mark and awards to the Global Learning Programme Whole School Framework: Quality Standard for Citizenship

The Global Learning Programme encourages schools to consider working with a whole school quality mark or award. This is because working towards them can support schools progressing against the GLP Whole School Framework. Each quality mark or award will support different parts of the framework more or less well.

The table below shows how achieving the Quality Standard for Citizenship will support the [GLP Whole School Framework](#) criteria at either **early/developing** or **developing/embedded** levels.

This will help schools with the Quality Standard for Citizenship to join the GLP as a [Partner School](#), and use the expertise already gained to benchmark strengths and areas for development when completing their [Whole School Audit](#). It will also help any school decide if they wish to use the Quality Standard for Citizenship to develop priority areas of their **GLP Action Plans**. And for schools wishing to become a [GLP Expert Centre](#), it can demonstrate how the Quality Standard for Citizenship can provide evidence of good practice and impact in certain aspects of Global Learning, without needing to identify significant additional evidence for accreditation.

**Organisation:** The Association for Citizenship Teaching (ACT)

**Whole school quality mark or award name:** ACT Quality Standard for Citizenship

### Background information

The ACT Quality Standard was developed to enable schools to demonstrate their progress and attainment in Citizenship. The ACT QS reflects the relationship between Citizenship and the GLP in relation to pedagogy, active participation and whole school citizenship.

### Summary of the quality mark/award

The ACT Quality Standard requires school to complete three sections. There is a whole school curriculum audit making use of the ACT Self Evaluation Tool. This tool, for both primary and secondary settings, includes references to GLP themes and actions. The evaluation also requires reference to aspects of SMSC and preparing pupils for life in modern Britain. Secondly the school and students undertake an active Citizenship project; again the detail of the submission form references the GLP. Finally, the school must undertake Citizenship CPD that is ACT approved. On completing all three parts over a period of a year, the school submits its evidence to ACT. ACT will undertake monitoring visits to schools during the process to ensure quality.

### Support available to schools

After registration, the school receive the Self Evaluation Tool and additional on-line support. ACT staff may visit schools as part of the monitoring and evaluation process. Support from the ACT Professional Officer is available and ACT will provide the CPD support on request.

### Further information

Web-link: [www.teachingcitizenship.org.uk](http://www.teachingcitizenship.org.uk)

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Mapping the GLP Whole School Framework against Quality Standard for Citizenship				
Area	Criteria	Description		How it supports the criteria
Pupil achievement	P1	Pupils develop their understanding of global knowledge themes through a range of subjects and topic areas	✓	Pupils develop their global awareness through exploring some key elements of knowledge, e.g. the actions of governments and the actions of citizens, and also in the context of relevant topical and contemporary issues.
	P2	Pupils develop high quality learning skills through Global Learning, supporting their literacy, numeracy and communication	✓	Pupils undertake an active Citizenship campaign that brings about change in relation to one or more aspects of the Citizenship curriculum, including rules, fairness and rights, communities and identities, laws and justice, liberty and freedom. They will use a range of skills to implement their campaign.
	P3	Pupils are better prepared for transition and work through Global Learning activities		
Teachers' practice	T1	Teachers are confident in their global knowledge, and use teaching approaches supporting pupils' skills and values development		
	T2	Teachers are equipped to support active global citizenship by pupils in lessons and extra-curricular activities	✓ ✓	Teachers review their provision for Citizenship, including aspects relating to Global Learning and SMSC. This includes evidencing provision for Citizenship in the culture of the school and in its links with the community, and creating an action plan for strategic development.
	T3	Teachers use effective cross-curricular planning skills to provide coherent Global Learning experiences	✓	Teachers are encouraged to strengthen Citizenship by making links with other subjects in key topics, for example in Geography, not only in the context of knowledge but also skills and values.
Behaviour & relationships	B1	Global Learning assists values development across the school community, supporting positive relationships	✓	Pupils undertake an active Citizenship campaign that brings about change in relation to one or more aspects of Citizenship. The award also requires schools to demonstrate how it enables authentic provision for SMSC.
	B2	Global Learning supports positive attitudes towards diversity and cultural difference	✓	Pupils are clearly prepared for life in modern Britain through engagement with topical, sensitive and controversial issues in global citizenship, contributing to effective SMSC and encouraging positive attitudes towards diversity.
	B3	Pupil voice is developed across the school through Global Learning activities	✓	Pupils undertake a campaign that brings about change in relation to one or more aspects of the Citizenship curriculum, including rules, fairness and rights, communities and identities, laws and justice, liberty and freedom.
Leadership & the community	L1	School leaders use effective planning to embed a school vision preparing pupils for a globally interdependent world	✓ ✓ ✓	The school reviews its provision, specifically including aspects relating to Global Learning and SMSC and creates an action plan for strategic development. This includes evidencing how the school provides for Citizenship in the culture of the school and in its links with the community.
	L2	Global Learning helps create a rich and rewarding professional development programme	✓	Teachers undertake ACT activities to enhance professional development in Citizenship; for example in teaching key concepts and skills, leading active Citizenship projects or approaching SMSC requirements.
	L3	Global Learning supports better engagement with parents, community groups and other organisations locally, nationally and globally	✓	The ACT QS is developed by senior leaders with appropriate staff, parents and pupils. Together they make joint decisions on the focus for specific actions in the ACT QS, e.g. deciding which aspects of Global Learning need enhancing, which active Citizenship campaign might be developed or what CPD actions are required.
Green	✓✓	Very good relationship. Achieving the ACT Quality Standard would support a school being 'developing' or 'embedded' against that GLP criteria		
Amber	✓	Good relationship: Achieving the ACT Quality Standard would support a school being 'early' or 'developing' against that GLP criteria		

