

Mapping whole-school quality mark and awards to the GLP Whole School Framework: Eco-Schools Programme

The GLP encourages schools to consider working with a whole-school quality mark or award. This is because working towards a quality mark or award can support schools in their progress 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 internationally recognised **Green Flag** for the Eco-Schools Programme will support the [GLP Whole School Framework](#) criteria at either **early/developing** or **developing/embedded** levels.

This will help any school with the Eco-Schools award 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 a school decide if they wish to use the Eco-Schools Award to develop priority areas of their **GLP action plans**.

Organisation: Keep Britain Tidy

Whole-school quality mark or award name: Eco-Schools Programme

Background information

Eco-Schools is the largest educational programme in the world with over 51,000 registered Eco-Schools across 64 countries. Keep Britain Tidy manages the Eco-Schools Programme in England, where it has run since it began in 1994.

Summary of the quality mark/award

Schools work towards three levels of award, progressing from Bronze and Silver, which are self-assessed, to the highest award level, Green Flag. To achieve the Eco-Schools Green Flag award, schools need to demonstrate that they have implemented the international Eco-Schools Seven Steps, and taken pupil-led action on projects relating to at least three of the nine Eco-Schools topics for their first Green Flag. Schools must renew their Green Flag award every two years and demonstrate that they are now taking action on five topics, swapping two topics for every subsequent renewal. On completing an online Green Flag application form, schools are assessed by the Eco-Schools team at Keep Britain Tidy, before being visited by a volunteer assessor who judges whether the school has met the Eco-Schools Green Flag award criteria.

Support available to schools

The [Eco-Schools website](#), [Facebook page](#), [Twitter account](#) and [Pinterest topic boards](#) provide up-to-date advice and inspiration to guide schools through their Eco-Schools journey. Eco-Schools also offer Eco-Coordinator training across the country; '[How to become a successful Eco-School](#)'. Local expert support to help you with your Eco-Schools work is available: we have links to organisations, public sector bodies and individuals who are experts in sustainability and the Eco-Schools programme. There are also some excellent networking groups at local, regional and national level.

Further information

Contact email: ecoschools@keepbritaintidy.org

Contact number: 01942 612639

Mapping the GLP Whole School Framework against Eco-Schools Programme (ESP) at Green Flag stage				
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.	✓	The ESP requires schools to focus on at least three of nine topic areas within the curriculum. These include energy, water, waste, litter, healthy living, biodiversity, school grounds, transport, and global citizenship. All of these provide opportunities to engage with global learning knowledge themes through a sustainability lens.
	P2	Pupils develop high-quality learning skills through global learning, supporting their literacy, numeracy and communication.	✓	A core part of the ESP is the Eco-Committee who plan and lead all Eco-Schools activities. This will develop a range of learning skills for these pupils. In addition the projects they then implement across the school will provide a range of opportunities for other pupils to get involved and develop those skills.
	P3	Pupils are better prepared for transition and work through global learning activities.		The award requires engagement with the local community, which may be developed into transition projects or preparation for the world of work.
Teachers' practice	T1	Teachers are confident in their global knowledge, and use teaching approaches supporting pupils' skills and values development.	✓	Teachers involved in the Eco-Committee will support pupils in developing a range of important skills, including enquiry, discussion, teamwork and planning. They will also support other pupils with such approaches as project work is disseminated across the school.
	T2	Teachers are equipped to support active global citizenship by pupils in lessons and extra-curricular activities.	✓	A core part of the ESP is the promotion of the topic areas both in and outside lessons. These are pupil driven and, depending on the topic choices, will provide a variety of opportunities for active citizenship and considering the global aspects around topics such as waste or transport.
	T3	Teachers use effective cross-curricular planning skills to provide coherent global learning experiences.	✓	Through its promotion of topic-based learning, the ESP will support teachers embedding these across the curriculum, and developing cross-curricular planning skills as a result – either individually or in groups.
Behaviour & relationships	B1	Global learning assists values development across the school community, supporting positive relationships.	✓	Through exploring the nine topics, promoting pupil-led project work and engaging with the community, the ESP provides a range of opportunities for pupils to explore values such as care, agency, self-esteem and fairness.
	B2	Global learning supports positive attitudes towards diversity and cultural difference.	✓	Through wider community engagement, and in particular by schools exploring work through the global citizenship topic and taking part in the ESP International Twinning Project, the ESP can support positive attitudes to diversity.
	B3	Pupil voice is developed across the school through global learning activities.	✓✓	Pupil leadership of work is fundamental to the ESP, and through the Eco-Committee pupils will lead the planning, running and evaluation of work, engaging with the community and senior leaders/ governors.

Leadership & the community	L1	School leaders use effective planning to embed a school vision preparing pupils for a globally interdependent world.	✓✓	The ESP requires schools to develop a pupil-led 'Eco-code' vision that communicates their commitment to environmental issues. This and the Action Plan are communicated to the whole-school community. Committing to, and implementing, sustainability principles will support global learning pupil outcomes across the school.
	L2	Global learning helps create a rich and rewarding professional development programme.	✓	Staff development to support the achievement of the ESP is important to support teachers' understanding of sustainability education and pupil leadership. This may extend beyond the Eco-Coordinator to the whole staff.
	L3	Global learning supports better engagement with parents, community groups and other organisations locally, nationally and globally.	✓✓	An important aspect of the ESP is that it requires schools to evidence how they have worked successfully with the wider community. This includes working with external organisations, and schools exploring the global citizenship topic may use school links to engage with their wider global community.

Green	✓✓	Very good relationship. Achieving the ESP at embedded would support a school being 'developing' or 'embedded' against that GLP criteria.
Amber	✓	Good relationship: Achieving the ESP at embedded would support a school being 'early' or 'developing' against that GLP criteria.