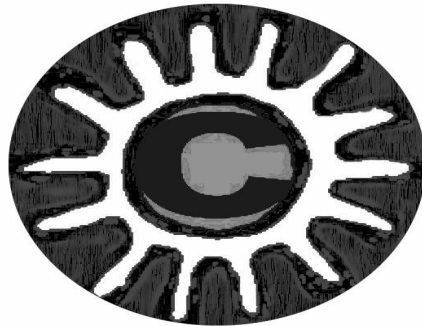




SECTION 7

QUALITY STANDARD FOR CITIZENSHIP EDUCATION AND EARLY YEARS, TRAFFORD



CITIZENSHIP

“Citizenship education exists to help pupils master certain essential elements of their social and moral world. Some of this includes the learning of facts about their rights and responsibilities and how our democratic society works but equally Citizenship education is about developing understanding and giving pupils some space to ask questions, to think critically, to argue a case and listen to other perspectives.”

The flexible, light-touch approach with the variable depth and breadth of the programme of study combine to create a dynamic entitlement.

This framework draws together guidance on best practice in the management, implementation and sustainability of the National Curriculum Order for Citizenship.

Bronze accreditation requires evidence of all the ‘A’ criteria. Silver all the ‘B’ criteria and Gold all the ‘C’ criteria within each strand of this Quality Standard.

The Strands are:

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3. Curriculum Planning and Resources	8





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10. Partnership with Parents / Carers and Local Committees	25



Strand 1. Leadership, Management and Managing Change	Bronze Silver Gold	– A1, A2 and A3 evident – B1, B2 and B3 evident – C1 and C2 evident
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<i>Aspects</i>	<i>Range of evidence</i>	<i>In place</i>	<i>How is it monitored</i>	<i>Not fully in place</i>	<i>Action</i>
The school recognises a commitment to have at its heart continual improvement and to maintain high expectations of all its community.	<p>A1 A senior member of staff is the named coordinator of Citizenship, to ensure Citizenship is embedded throughout the whole school.</p> <p>A2 Citizenship is given a high profile and is a focus in the SIP as appropriate. Adequate staff resources, development and training are provided to address identified needs. The coordinator's work receives appropriate recognition.</p> <p>A3 All members of the school community are involved in developing the Citizenship curriculum (whole school), which includes reference to the UN Convention on the Rights of the Child, and which inter-relates Citizenship in curriculum, campus,</p>				





Aspects	Range of evidence	In place	How is it monitored	Not fully in place	Action
	<p>and community.</p> <p>B1 An awareness-raising meeting with Governors i.e. planning and delivery of Citizenship education, has taken place. A named Governor has been identified with lead responsibility for Citizenship.</p> <p>B2 SMT is involved and supportive of planning the curriculum overview for Citizenship (i.e. planned Citizenship provision).</p> <p>B3 The school has an Action Plan in place that utilises the Actions identified in the DfES self-evaluation tool (page 16) for Citizenship Education.</p> <p>C1 Regular discussions and consultations take place with parents and/or pupils, with opportunities for</p>				





Aspects	Range of evidence	In place	How is it monitored	Not fully in place	Action
	<p>pupils to make recommendations for change or improvement.</p> <p>C2 Delivery is regularly monitored, and an annual evaluation of the work is undertaken in school. A report of progress is submitted to governors.</p>				





Strand 2. Policy Development					
Bronze – A1, A2 and A3 evident Silver – B1 and B2 evident Gold – C1 evident					
<i>Aspects</i>	<i>Range of evidence</i>	<i>In place</i>	<i>How is it monitored</i>	<i>Not fully in place</i>	<i>Action</i>
The school recognises it should have in place effective policies to ensure minimum Citizenship entitlements are met.	The school should provide evidence of the following: A1 An audit of present provision has been carried out. A2 Policies are developed in consultation with staff, pupils, governors, parents. A3 Citizenship co-ordinator compiles an annual position statement, B1 Roles and responsibilities are clearly defined in the Citizenship policy. B2 The school has a coherent Citizenship policy statement which is regularly reviewed and updated when necessary.				





Aspects	Range of evidence	<i>In place</i>	<i>How is it monitored</i>	<i>Not fully in place</i>	Action
	<p>C1 The school's Citizenship policy reflects a high level of interaction within and between its community and is embedded in the ethos of the school.</p>				





Strand 3. Curriculum Planning and Resources					
		Bronze	– A1, A2, A3 and A4 evident		
		Silver	– B1, B2, B3 and B4 evident		
		Gold	– C1, C2 and C3 evident		
<i>Aspects</i>	<i>Range of evidence</i>	<i>In place</i>	<i>How is it monitored</i>	<i>Not fully in place</i>	<i>Action</i>
The school recognises that Citizenship education has to be part of the whole school curriculum and that the Citizenship framework is a minimum entitlement for all pupils.	<p>The school should provide evidence of the following:</p> <p>A1 The school has a plan of Citizenship delivery incorporating aspects of provision which may include:-</p> <ul style="list-style-type: none"> - Discrete provision for Citizenship within curriculum time, with explicit opportunities in a range of curriculum subjects - Whole school and suspended time table activities - Pupil involvement in the life of the school and wider community <p>A2 Planning should ensure there are clear learning objectives (related to</p>				





Aspects	Range of evidence	In place	How is it monitored	Not fully in place	Action
	<p>UNCRC) which are shared and understood by the pupils.</p> <p>A3 The school has regular circle time / discussion opportunities within curriculum time.</p> <p>A4 Good quality resources are available.</p> <p>B1 The school has a democratically elected school council which is actively involved in the decision-making process of school and the local community.</p> <p>B2 Human resources in the local community are used to facilitate Citizenship type activities.</p> <p>B3 The school is involved in one of the other quality assured initiatives either Eco or Healthy School.</p> <p>B4 Planning reflects a wide range of</p>				





Aspects	Range of evidence	In place	How is it monitored	Not fully in place	Action
	<p>teaching and learning styles.</p> <p>C1 Children have the opportunity to visit the Town Hall / Council Chamber / Area Board Meeting / other democratically elected meeting or a councillor / MP has visited school.</p> <p>C2 The school's council is central to the working of the school and this status is reflected, for example, by holding school council meetings during the school day.</p> <p>C3 The school can show evidence of the use of a Self-evaluation tool to raise standards in Citizenship Education.</p>				





Strand 4. Teaching and Learning Bronze – A1 and A2 evident Silver – B1, B2, B3 and B4 evident Gold – C1, C2 and C3 evident					
<i>Aspects</i>	<i>Range of evidence</i>	<i>In place</i>	<i>How is it monitored</i>	<i>Not fully in place</i>	<i>Action</i>
<p>The school is committed to developing the full potential of all members of the school community, through planned CPD.</p>	<p>The school should provide evidence of the following:</p> <p>A1 Teachers have a good knowledge and understanding of the subject and feel confident about their role in delivering Citizenship education. Primary colleagues have linked in to the Healthy Schools Planning Matrix (launched Sept 05) for PSHCE.</p> <p>A2 Relevant issues are used to engage pupils in active learning, enquiry and discussion. Pupils are encouraged to work collaboratively as appropriate.</p> <p>B1 Pupils have the opportunity to take responsibility (e.g. for enquiries/self-assessment) and there is evidence of this.</p>				





Aspects	Range of evidence	In place	How is it monitored	Not fully in place	Action
	<p>B2 Pupils are given the opportunities to negotiate, decide and take part responsibly in school / community based activities.</p> <p>B3 Full use is made of appropriate visitors to the school and visits out of school to enrich the coverage of appropriate POS (refer to Appendix A for visitors to the school).</p> <p>B4 The school has an Action plan linked to rigorous self evaluation which relates to good practice documents e.g. DFES School Self Evaluation Tool for Citizenship Education.</p> <p>C1 The whole school community is involved in developing and maintaining shared standards of behaviour e.g. anti-bullying strategy, race equality strategy.</p>				





Aspects	Range of evidence	<i>In place</i>	<i>How is it monitored</i>	<i>Not fully in place</i>	Action
	<p>C2 Opportunities for pupils to participate in effective democratic processes and decision-making at appropriate levels are encouraged.</p> <p>C3 The school can evidence completion of the Action Plan in B4 above.</p>				





Strand 5. School Culture and Environment					
		Bronze	– A1, A2 and A3 evident		
		Silver	– B1, B2 and B3 evident		
		Gold	– C1 and C2 evident		
<i>Aspects</i>	<i>Range of evidence</i>	<i>In place</i>	<i>How is it monitored</i>	<i>Not fully in place</i>	<i>Action</i>
The school recognises that the entitlement to Citizenship education has to be set in an atmosphere of care and consideration for all members of the school community, including all pupils, all staff, governors and parents and that adults are at all times role models for the pupils.	<p>The school should provide evidence of the following:</p> <p>A1 There is a positive discipline policy which reinforces the principles of Citizenship e.g. Golden Rules, consequences.</p> <p>A2 School culture encourages adults and pupils to reflect and care for the community.</p> <p>A3 The school environment, both inside and outside school, is maintained to a high standard, as part of a health promoting and sustainable ethos.</p>				





Aspects	Range of evidence	In place	How is it monitored	Not fully in place	Action
	<p>B1 The school community has contributed to forming / reviewing the school's definition and development of Citizenship to encourage understanding and ownership.</p> <p>B2 School grounds are improved with whole school involvement and a shared vision.</p> <p>B3 Citizenship is developed in three dimensions – curriculum, culture and community.</p> <p>C1 Confidentiality policy established</p> <p>C2 The UN Convention on The Rights of The Child are incorporated into the school culture, along with the corresponding responsibilities.</p>				





Strand 6. Giving Pupils a Voice					
Bronze – A1 and A2 evident Silver – B1 and B2 evident Gold – C1, C2, C3 and C4 evident					
<i>Aspects</i>	<i>Range of evidence</i>	<i>In place</i>	<i>How is it monitored</i>	<i>Not fully in place</i>	<i>Action</i>
The whole school approach is one of involving all members of the school community in internal decision making at all levels as appropriate.	<p>The school should provide evidence of the following:</p> <p>A1 The use of circle time is evident, as a means to encourage pupils to listen to each other and contribute views and ideas on issues.</p> <p>A2 Pupils are involved participative roles such as buddy systems, prefects, class helpers, peer mediators, peer mentoring.</p> <p>B1 The establishment of an elected School Council (or equivalent), incorporating class/year councils, reflects the value placed upon stakeholder involvement.</p> <p>B2 Senior staff are pro-active. They</p>				





Aspects	Range of evidence	In place	How is it monitored	Not fully in place	Action
	<p>support and encourage, ensuring that opportunities to empower pupils and give them a real voice are used.</p> <p>C1 The school is involved in one of the other quality assured initiatives e.g. Eco School Award or Healthy Schools Programme</p> <p>C2 Secondary: Opportunities for young people to become associate Governors are explored by the Governing body and school council.</p> <p>C3 Opportunities to empower pupils to initiate change and demonstrate that they are responsible citizens who can make valuable contributions to the future well-being of the planet.</p> <p>C4 Opportunities in the wider community are realised in giving pupils a voice, such as links with the Youth Cabinet or supporting the CYPS in the design</p>				





<i>Aspects</i>	<i>Range of evidence</i>	<i>In place</i>	<i>How is it monitored</i>	<i>Not fully in place</i>	<i>Action</i>
	and development of services for children and young people. www.cyps.org.uk				





Strand 7. Provision of Pupil Services					
		Bronze	– A1, A2 and A3 evident		
		Silver	– B1 and B2 evident		
		Gold	– N/A		
Aspects	Range of evidence	In place	How is it monitored	Not fully in place	Action
The school recognises that offering support to individual pupils will significantly enhance all round pupil performance and achievement.	<p>The school should provide evidence of the following:</p> <p>A1 Practice and procedures within the school reflect the UN Convention on the Rights of the Child.</p> <p>A2 The school ensures that appropriate support services are provided following consultation with students and carers.</p> <p>A3 There is a named member of staff for areas of pupil support as appropriate e.g. SENCO, Child Protection Officer, Connexions personal adviser, LAC etc.</p> <p>B1 Objectives are agreed for visitors who are engaged to work with children and</p>				





Aspects	Range of evidence	In place	How is it monitored	Not fully in place	Action
	<p>Young People in the school.</p> <p>B2 Support services are appropriately linked into the life of the school.</p>				





Strand 8. Staff development, Health and Welfare

Bronze – A1, A2, A3 and A4 evident
Silver – B1, B2 and B3 evident
Gold – C1 and C2 evident

<i>Aspects</i>	<i>Range of evidence</i>	<i>In place</i>	<i>How is it monitored</i>	<i>Not fully in place</i>	<i>Action</i>
<p>The school recognises that staff development and welfare are key areas for ensuring that the school reflects an inclusive, healthy ethos.</p>	<p>The school should provide evidence of the following:</p> <p>A1 All staff have taken part in staff awareness raising work on Citizenship.</p> <p>A2 Staff training needs in Citizenship have been identified and are reviewed appropriately.</p> <p>A3 Some staff have attended external (i.e. LA or wider) INSET on Citizenship.</p> <p>B1 Interested staff have developed specific relevant activities e.g. eco / school councils.</p>				





Aspects	Range of evidence	In place	How is it monitored	Not fully in place	Action
	<p>B2 Provision is made for ensuring the health and well-being of the staff are catered for e.g. working environment, stress management etc.</p> <p>B3 An Action plan is in place.</p> <p>C1 At least one governor has taken part in some of the school based training and/or external training for citizenship.</p>				





Strand 9. Assessing, Recording and Reporting Pupil Achievement		Bronze	– A1, A2, A3 and A4 evident		
		Silver	– B1, B2, B3 and B4 evident		
		Gold	– C1 and C2 evident		
Aspects	Range of evidence	In place	How is it monitored	Not fully in place	Action
Assessment must not imply that pupils are failing as citizens or judge the worth, personality or value of an individual or their family.	<p>The school should provide evidence of the following:</p> <p>A1 Assessment (including teacher, pupil, peer as appropriate) should be active and participatory, addressing the pupil's development of skills and action, as well as knowledge and understanding.</p> <p>A2 Strategies to provide effective feedback to pupils are in place.</p> <p>A3 Pupils are actively involved in setting their targets for future learning.</p> <p>A4 Pupils contribute to their reports and reflect on their own achievements.</p> <p>B1 Secondary: A portfolio of evidence</p>				

Section 7
Quality Standards for Citizenship
Strand 9 – Assessing, Recording and Reporting Pupil Achievement





Aspects	Range of evidence	In place	How is it monitored	Not fully in place	Action
	<p>recognises pupils' achievements in their development as active citizens.</p> <p>B2 Pupils take responsibility for their own learning.</p> <p>B3 End of Key Stage summative assessments are in place, if appropriate (e.g. guidance provided by QCA for end of KS3).</p> <p>C1 There are regular opportunities for pupils to reflect on the sum of their achievements (bringing together aspects learned through different subjects and settings e.g. Achievement Awards).</p>				





Strand 10. Partnerships with Parents/Carers and Local Communities

Bronze – A1, A2 and A3 evident
Silver – B1 and B2 evident
Gold – C1 and C2 evident

<i>Aspects</i>	<i>Range of evidence</i>	<i>In place</i>	<i>How is it monitored</i>	<i>Not fully in place</i>	<i>Action</i>
<p>The school recognises that there are enormous gains to be made and true value in developing links with partners in the wider community.</p>	<p>The school should provide evidence of the following:</p> <p>A1 There is clear guidance for partnerships agreed by all.</p> <p>A2 The involvement of parents and carers in their children’s education is actively pursued.</p> <p>A3 Pupils are aware and involved in forging relationships with the local community.</p> <p>B1 A range of representatives from the local community (e.g. councillors, industrialists etc) are welcomed into school.</p>				





Aspects	Range of evidence	<i>In place</i>	<i>How is it monitored</i>	<i>Not fully in place</i>	Action
	<p>B2 There is are action points to develop the parent/community involvement.</p> <p>C1 There is evidence of links to the wider community (e.g. global links).</p>				



