Whole School Framework

A fundamental aim of the Global Learning programme (GLP) is to encourage schools to develop a whole school approach to global learning. Best practice evidence suggests this approach will achieve the greatest global learning outcomes across the school and will better support wider school improvement.

The GLP Whole School Framework is designed to support schools in achieving global learning pupil outcomes. It helps schools recognise where and how they can embed global learning more deeply as they move through the programme.

The Whole School Framework has twelve criteria which are divided into four key areas that relate to the Ofsted school inspection framework. The four key areas are:

- pupil achievement
- teachers' practice
- behaviour and relationships
- leadership and the community.

The twelve criteria are shown in the **summary table** below.

Each of the criteria is differentiated into early, developing and embedded stages to support progression. The achievement required for each stage is shown in the **full version** of the Whole School Framework, also shown below.
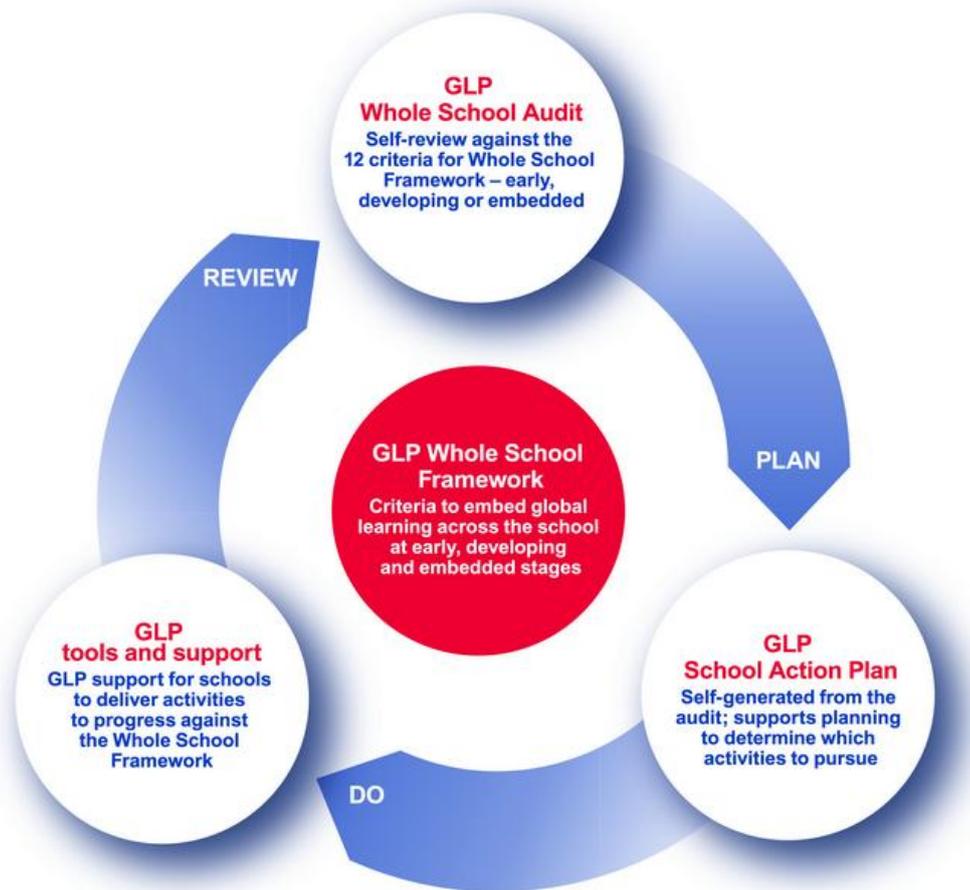
Using the Whole School Framework

Embedding global learning across the whole school is a process which takes time and schools should refer regularly to the Whole School Framework and check their progress against it as they work their way through the GLP.

Schools can begin to embed global learning by using a planning cycle and following a plan-do-review process such as the one outlined in the steps and the diagram shown below

1. **Review** current activities against the whole school criteria by completing the **GLP Whole School Audit (WSA)**. This will show you how well embedded global learning is in your school against the twelve criteria.
2. Use the **GLP School Action Plan** generated by the WSA. This will help your school to **plan** its next steps, thinking about which of the criteria you would like to develop further.
3. Using the School Action Plan, carry out **activities** to support development against these criteria. This includes working with your local GLP Expert Centre, CPD providers, and using resources and guidance from the GLP website.
4. Look at working with organisations who have **whole school quality marks/awards** which support development on the GLP Whole School Framework. You can find some of these on the GLP website.
5. **Review** progress against the criteria on an annual basis as part of your school's ongoing planning cycle by resubmitting the GLP Whole School Audit.
6. If the School Action Plan shows your school is at the embedded stage against many of the criteria, apply to become a **GLP Expert Centre.**

The GLP school planning process

Key Stage focus

The GLP has a particular focus on Key Stages 2 and 3 in schools. However, the GLP is also promoting a **whole school approach** as the most effective way to embed global learning.

Therefore, the whole school framework applies to the **whole school** and not just to Key Stages 2 and 3. While these key stages may be the mainstay of a school's global learning delivery, taking a whole school approach will mean other key stages also participate and this is both desirable and important.

Global learning in the GLP

You can find out what global learning in the GLP means by looking at the GLP**global learning pupil outcomes**.These outcomes are referenced in the Whole School Framework, so you may want to refer to them.

The GLP Whole School Framework: summary table

The twelve criteria in the table show how global learning can be embedded across the whole school through areas related to the Ofsted school inspection framework. The Whole School Framework also signposts how doing so can support schools in achieving spiritual, moral, social and cultural (SMSC) outcomes.

Each of the twelve criteria are standalone and can be achieved at early, developing and embedded levels, as shown in the **full** Whole School Framework document.

The GLP Whole School Framework		
Area of school	**Criteria**	**Description**
Pupil achievement	P1	Pupils develop their understanding of global knowledge themes through a range of subjects and topic areas
	P2	Pupils develop high quality learning skills through global learning, supporting their literacy, numeracy and communication
	P3	Pupils are better prepared for transition and work through global learning activities
SMSC outcomes		Pupils develop their learning and social skills through participatory 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
	T3	Teachers use effective cross-curricular planning skills to provide coherent global learning experiences
SMSC outcomes		Teachers support the moral development, enquiry and debating skills of pupils
Behaviour and relationships	B1	Global learning assists values development across the school community, supporting positive relationships
	B2	Global learning supports positive attitudes towards diversity and cultural difference
	B3	Pupil voice is developed across the school through global learning activities
SMSC outcomes		The school community explores and values cultural diversity
Leadership and the community	L1	School leaders use effective planning to embed a school vision that prepares pupils for a globally interdependent world
	L2	Global learning helps create a rich and rewarding professional development programme
	L3	Global learning supports better engagement with parents, community groups and other organisations locally, nationally and globally
SMSC outcomes		Community heritage, interdependence and identity are better understood

The GLP Whole School Framework: Full Version

For a definition of global knowledge themes, and the skills and values developed through global learning, please see the **GLP global learning pupil outcomes**. These explain what global learning means within the GLP. Global approaches and activities are those which promote these outcomes.

Words highlighted in **bold type** refer to areas supporting Ofsted spiritual, moral, social and cultural outcomes.

Definitions: 'Some' means 10-50% of pupils/staff, 'Many' means 50-75% of pupils/staff, 'Most' means 75-95% of pupils/staff, 'All' means 95-100% of pupils

	Criteria	Early	Developing	Embedded
PUPIL ACHIEVEMENT	**P1:** Pupils develop their understanding of global knowledge themes through a range of subjects and topic areas	Some pupils know about some key global knowledge themes through work in one or two curriculum areas.	Most pupils understand some key global knowledge themes, and some have begun to explore the complexity of a few. They can link these themes to a range of topics in a number of curriculum areas.	All pupils know about a range of global knowledge themes, and some understand the complexity of a number of them. They can see the links and relevance to a range of topics they are learning in a number of curriculum areas. Many pupils have taken steps to extend their global knowledge further.
	P2: Pupils develop high quality learning skills through global learning, supporting their literacy, numeracy and communication	Some pupils develop **learning skills** through global learning activities in one or two subjects.	Most pupils develop **learning skills** through global learning activities. Some of these activities are led by pupils or groups of pupils. Some pupils use global learning activities to develop literacy, numeracy and communication skills.	All pupils develop **learning skills** through global learning activities, and use these skills to engage their peers. Many of these activities are led by pupils or groups of pupils, **developing their social skills.** Many pupils use global learning activities to develop literacy, numeracy and communication skills.
	P3: Pupils are better prepared for transition and work through global learning activities	Global learning activities support some pupils **working with older pupils** in secondary schools, and/or understanding work related to global development.	Global learning activities support many pupils **working with older pupils** in secondary schools, and/or understanding work related to global development.	Global learning activities support most pupils **working with older pupils** in secondary schools, or understanding more about work related to global development. These activities are planned and structured, drawing on outside speakers/stimuli.

	Criteria	Early	Developing	Embedded
TEACHERS' PRACTICE	**T1:** Teachers are confident in their global knowledge, and use teaching approaches supporting pupils' skills and values development	1 or 2 teachers are confident in their global knowledge, and/or use pedagogical approaches supporting critical thinking, **ethical enquiry or developing multiple perspectives**	A number of teachers in the school are confident in their global knowledge, and 1 or 2 use pedagogical approaches such as critical thinking, **ethical enquiry or developing multiple perspectives**. They have used these skills to support colleagues.	A number of teachers in the school are confident in their global knowledge, with 1 or 2 having a high level of expertise. A number of teachers use pedagogical approaches such as critical thinking, **ethical enquiry or developing multiple perspectives**, with 1 or 2 having expertise in them. Expert staff regularly support colleagues in their school and in other schools.
	T2: Teachers are equipped to support active global citizenship by pupils in lessons and extra-curricular activities	At least 1 teacher understands active global citizenship, and pupils have had 1 opportunity to participate in **active citizenship** about a global issue.	A number of teachers understand active global citizenship. Most pupils have had the opportunity to participate in **active citizenship** about a global issue in lessons or extra-curricular activities. Some pupils have led activities and a variety of responses are considered	Most teachers understand active global citizenship, with at least 1 having expertise in this area which is used to support colleagues. All pupils have had the opportunity to participate in **active citizenship** about a global issue through curricular and extra-curricular activities. Many pupils lead activities and a variety of responses are considered and acted upon across the school.
	T3: Teachers use effective cross-curricular planning skills to provide coherent global learning experiences	Some teachers have delivered at least one global learning activity in a cross-curricular way.	Some teachers have delivered more than one global learning activity in a cross curricular way, with jointly-agreed outcomes.	Many teachers regularly deliver global learning activities in a cross-curricular way, including extra-curricular opportunities, with jointly agreed outcomes. At least 1teacher has used their well developed planning skills to support global curriculum development by other teachers in their own and other schools.

	Criteria	Early	Developing	Embedded
BEHAVIOUR AND RELATIONSHIPS	**B1:** Global learning assists values development across the school community, supporting positive relationships	Some pupils **develop their values** through global learning activities within or outside of lessons	Many pupils **develop their values** through global learning activities within and outside of lessons, and can relate this to their relationships and behaviour in school and beyond.	All staff and pupils **develop their values** through global learning activities within and outside of lessons, connected to the wider school purpose. Pupils can relate this to their relationships and behaviour in school, and demonstrate this through **participating in local, national and global communities**.
	B2: Global learning supports positive attitudes towards diversity and difference	Some pupils develop **positive attitudes towards diversity and cultural difference** through global learning activities within or outside of lessons	Many pupils develop **positive attitudes towards diversity and cultural difference** through global learning activities within and outside of lessons. At least one teacher has expertise in facilitating this successfully, and supports colleagues.	Most pupils develop **positive attitudes towards diversity and cultural difference** through global learning activities within and outside of lessons, including the use of consistent terminology, and exploring language images or texts. Some staff have expertise in facilitating this successfully, and regularly support colleagues, including staff in other schools.
	B3: Pupil voice is developed across the school through global learning activities	Some pupils are involved with the **planning and running** of global learning activities across the school.	Many pupils are involved with the **planning and running** of global learning activities across the school. This includes opportunities for **reflection and evaluation** of success.	Many pupils are involved with the **planning and running** of global learning activities across the school. This includes working with senior staff to support the school vision, with structures allowing all pupils views to be considered. Pupils have opportunities for **reflection and evaluation** of success.

Criteria	Early	Developing	Embedded
L1: School leaders use effective planning to embed a school vision preparing pupils for a globally interdependent world.	The school vision supports the development of **global learning pupil outcomes**. This vision is communicated to staff and pupils.	The school vision supports the development of **global learning pupil outcomes**. This vision is communicated to staff, pupils and parents. The school plans activities across the school to achieve this vision.	The school vision supports the development of **global learning pupil outcomes**. This vision is regularly communicated to staff, pupils and parents, and is visible in the school environment. The school plans activities across the school to achieve this vision, and school leaders evaluate progress to inform future planning.
L2: Global learning helps to create a rich and rewarding professional development programme	Some staff have participated in activities to develop their confidence using global learning, and/or relevant pedagogical approaches.	All staff have participated in activities to develop their confidence using global learning, and/or relevant pedagogical approaches. At least one member of staff has the confidence and ability to lead other staff in this process. Some staff have tried these techniques.	All staff have participated in activities to develop their confidence using global activities and/or pedagogical approaches. Many staff have tried using them, with progress reviewed and teachers critically reflecting on their practice. At least one member of staff has the confidence and ability to lead other staff in this process, and they have supported colleagues in other schools.
L3: Global learning supports better engagement with parents, community groups and other organisations locally, nationally and globally	Global learning activities support some pupils working with **parents, community groups or external organisations**.	Global learning activities support many pupils working with parents, community groups or external organisations. This includes the **community at local, national or global levels**. Activities have increased understanding of **heritage and identity** in some pupils.	A wide variety of participatory global learning activities regularly support pupils and staff working with a range of parents, community groups and external organisations. This includes the **community at local, national and global levels**. Activities have led to increased understanding of **heritage and identity** in most pupils and staff.

(Row label, rotated:) LEADERSHIP AND THE COMMUNITY

Global learning pupil outcomes

These describe what knowledge and understanding the GLP is promoting, and the skills and values which pupils can develop through exploring this knowledge. It relates to key aspects of global learning, and will support pupils learning about the challenges our world faces and thinking critically about how to deal with issues such as poverty, inequality and sustainability. The diagram below summarises these, together with four lenses to approach them. A fuller version can be found on the GLP website.