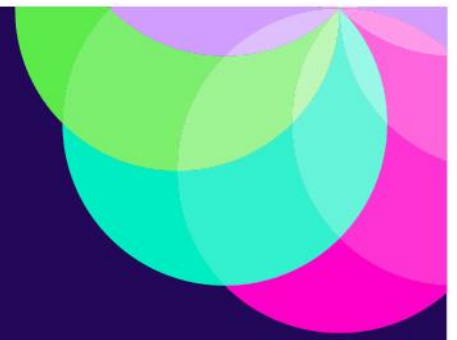




Accreditation Certificate

Schools applying for the Accreditation level of the International School Award will have embedded international learning across the school and curriculum teaching. Please note if the application is successful, the award lasts for three years with the expectation it will be renewed after this time.

The Accreditation level is ideal for schools that:
work with international partner(s) on a range of projects throughout the school year
are embedding an international ethos and work across the whole school
share educational practice with a partner(s) in other countries and implement changes across the school

This level involves schools demonstrating their commitment to international education throughout the entire school, involving clear plans of activity and impact assessments to develop the quality of international education at the school.

The activities listed can only be from the school year in which you are applying.

There are two deadlines for the Accreditation level, however, only the final submission is mandatory. There is the option to submit the Action Plan section to be assessed and feedback provided. This is an optional deadline, designed for those who wish to have feedback halfway through the year.

You can see more about the eligibility criteria for this level [here](#).

Your Details

How did you hear about the International School Award?	Through another school.
Are you applying from the UK?	☒ Yes ☐ No
Title (Optional)	☒ Mr ☐ Mrs ☐ Miss ☐ Ms
First Name	[First Name]

International School Award

Last Name	[Last Name]
Email Address (We will use this e-mail address to contact you about the application. Please enter a valid e-mail address that you have access to)	[applicant@email.org]
School Name	[School Name]
Type of School	☐ Nursery (ages 0-5) ☒ Primary (ages 5-11) ☐ Secondary (ages 11-18) ☐ Combined ☐ Vocational Technical College (age 16+)
School Status	☒ State ☐ Independent ☐ Academy
SEN Type	☐ All our students have special education needs ☒ Some of our pupils have special education needs
Head Teacher Name	[Headteacher's Name]
School office/admin email address	[schooloffice@email.org]
Website	[www.schoolwebsite.org]
School Address Line 1	[Street Address]
School Address Line 2(optional)	[Area/Locality]
School Address Line 3 City/Town	[City/Town]
School Address Postcode	[Postcode]
UK country	☒ England ☐ Scotland ☐ Wales ☐ Northern Ireland
UK Region	[Region]
Number of pupils at your school	[Number of Pupils]
If you have a tab for international activities on your school's website, please include link here: (optional)	[School's Website Link]

International School Award

Summarise the history of international work at your school (refer to key international partnerships, policy and projects). How has it developed? (200 words)

Our school has a long-standing commitment to promoting international learning and cultural understanding. Over the past decade, we have participated in language partnerships, eTwinning collaborations, and projects connected to the United Nations Sustainable Development Goals (SDGs). Initially, our international work centered on cultural awareness days and European partnerships. This has since developed into a whole-school approach where global learning is embedded across the curriculum. All year groups now participate in internationally themed projects, supported by partnerships in France, Kenya, and India. Staff exchanges and online collaboration have strengthened our teachers' global perspectives and inspired curriculum innovation. Our school now has an established international policy and a dedicated Global Learning Team coordinating ongoing projects, ensuring that international work is sustained, inclusive, and impactful.

Partner Schools

Schools are expected to work collaboratively with at least one partner school abroad

How many Partner Schools are you working with?

☐ 1

☐ 2

☒ 3

Partner School 1 details

Partner School name

Address Line 1

Address Line 2 (optional)

[Partner School Name]

[Partner School Address]

International School Award

City/Town Postcode (optional) Country	
Describe how your partnership started and how you stay in contact (150 words)	
Partner School 2 details Partner School name Address Line 1 Address Line 2 (optional) City/Town Postcode (optional) Country	[Partner School Name] [Partner School Address]
Describe how your partnership started and how you stay in contact (150 words)	
Partner School 3 details Partner School name Address Line 1 Address Line 2 (optional) City/Town Postcode (optional) Country	[Partner School Name] [Partner School Address]
Describe how your partnership started and how you stay in contact (150 words)	

International Activities

To achieve Accreditation, schools must demonstrate a broad, balanced and meaningful international dimension to their curriculum. Applications must show that:

- Five international activities are delivered, extending learning beyond the standard curriculum and could be linked to the UN Sustainable Development Goals.
- Three activities are collaborative with overseas partner school(s), involving a genuine two-way exchange of information between the pupils. Each must be different in content and focus.
- One activity includes a language learning element, linked to the culture of another country. This may involve themed days, heritage and community languages, support pupils get formal accreditation in home/community languages, intercultural communication, or opportunities to interact with native speakers.

International School Award

- Activities take place within the school year of application (September–July), are spread across the year, and go beyond one-day events.
- A range of curriculum subjects are represented, and the majority of pupils are involved.
- Activities clearly demonstrate pupils' increased knowledge and understanding of other countries, cultures, or global issues.
- Extra-curricular clubs and activities based only on fundraising/sponsorship are not eligible, and school trips must have a clear curriculum link.

International activity 1

Title of International activity **Global Citizenship and the SDGs**

Teacher responsible [Teacher Name]

Is this a collaborative activity?
☒ Yes
☐ No

If yes, list the partner school(s) involved and their country (i.e. school name, country) [School Name and Country]

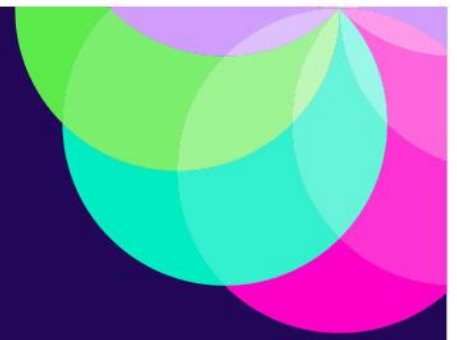
Start date of activity [Start Date]

End date of activity [End Date]

Subject Areas – Select all subject areas covered in the activity

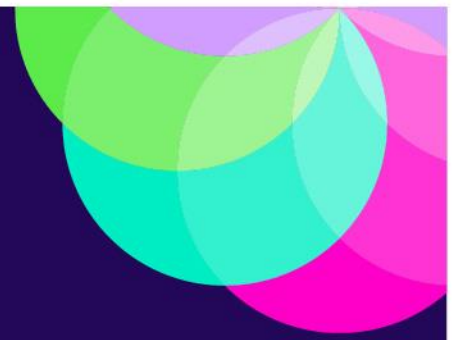
- ☐ Art
- ☐ Biology
- ☐ Business Studies
- ☐ Chemistry
- ☒ Citizenship
- ☐ Classics
- ☐ Dance
- ☐ Design
- ☐ Drama
- ☐ Economics
- ☐ English
- ☒ Geography
- ☐ History
- ☒ ICT
- ☐ Language
- ☐ Law
- ☐ Mathematics
- ☐ Media Studies

International School Award



	☐ Music ☐ PSE ☐ PE ☐ Physics ☐ Politics ☐ Psychology ☐ Religious Studies ☐ Science ☐ Sociology ☐ Technology ☒ Other (Please Specify)
Number of pupils in this activity, by age range Please list the number of pupils by age that were involved in this activity. Detailing the number of pupils involved by age range will help to show the impact of the activity across your school. Your application will be deferred if this information is missing.	☐ Less than 5 Years old ☐ 5-6 Years old ☐ 6-7 Years old ☐ 7-8 Years old ☐ 8-9 Years old ☒ 9-10 Years old ☐ 10-11 Years old ☐ 11-12 Years old ☐ 12-13 Years old ☐ 13-14 Years old ☐ 14-15 Years old ☐ 15-16 Years old ☐ 16-17 Years old ☐ 17-18 Years old ☐ 18-19 Years old ☐ Over 19 Years old
Please describe the activity. If you are working with a partner school, describe how you work together. What are the aims of this activity? (250 Words)	In collaboration with our partner school in Kenya, pupils explored the UN Sustainable Development Goals, focusing on <i>Zero</i>

International School Award

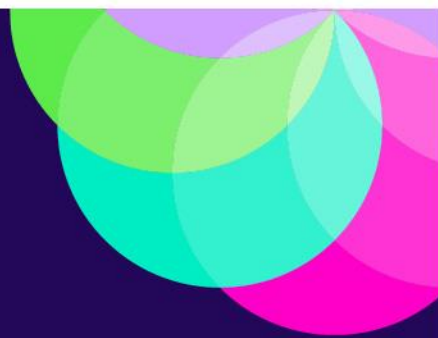


Hunger and Clean Water and Sanitation. Pupils investigated the challenges communities face in accessing clean water and compared how these issues affect different regions. Using research and data, pupils created digital posters and short videos proposing local actions to support sustainability. Partner pupils shared presentations and photos of their own water conservation efforts, which prompted reflective classroom discussions. Both schools held virtual assemblies where pupils exchanged ideas and made pledges on reducing water waste. The aims were to develop understanding of global inequalities, inspire empathy, and empower pupils to see themselves as active global citizens. Pupils also gained cross-curricular skills in ICT, geography, and science through data collection and presentation. Outcomes included increased environmental awareness, stronger collaboration skills, and a tangible sense of shared responsibility for the planet. Many pupils began water-saving campaigns at home, influencing their families and the wider community.

If there are recommendations provided in your Action Plan feedback for this activity, please outline the steps you have taken to implement or address those recommendations.

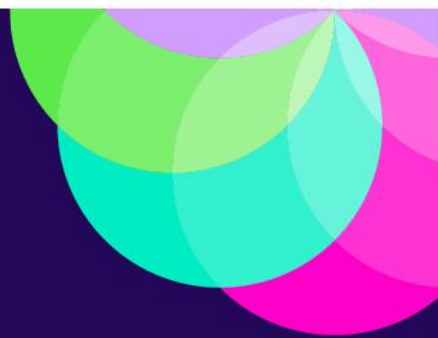
You can also use this space to let us know if plans changed and you had to amend the original activity (optional) (250 Words)

International School Award



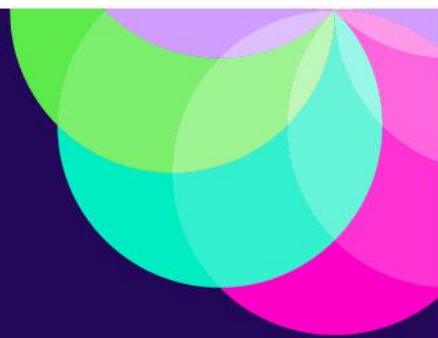
International activity 2	
Title of International activity	Languages and Cultural Exchange
Teacher responsible	[Teacher Name]
Is this a collaborative activity?	☒ Yes ☐ No
If yes, list the partner school(s) involved and their country (i.e. school name, country)	[School Name and Country]
Start date of activity	[Start Date]
End date of activity	[End Date]
Subject Areas – Select all subject areas covered in the activity	☐ Art ☐ Biology ☐ Business Studies ☐ Chemistry ☐ Citizenship ☐ Classics ☐ Dance ☐ Design ☐ Drama ☐ Economics ☒ English ☐ Geography ☐ History ☐ ICT ☒ Language ☐ Law ☐ Mathematics ☐ Media Studies ☐ Music ☐ PSE ☐ PE ☐ Physics ☐ Politics ☐ Psychology ☐ Religious Studies

International School Award



	☐ Science ☐ Sociology ☐ Technology ☐ Other (Please Specify)
Number of pupils in this activity, by age range Please list the number of pupils by age that were involved in this activity. Detailing the number of pupils involved by age range will help to show the impact of the activity across your school. Your application will be deferred if this information is missing.	☐ Less than 5 Years old ☐ 5-6 Years old ☐ 6-7 Years old ☐ 7-8 Years old ☒ 8-9 Years old ☒ 9-10 Years old ☒ 10-11 Years old ☐ 11-12 Years old ☐ 12-13 Years old ☐ 13-14 Years old ☐ 14-15 Years old ☐ 15-16 Years old ☐ 16-17 Years old ☐ 17-18 Years old ☐ 18-19 Years old ☐ Over 19 Years old
Please describe the activity. If you are working with a partner school, describe how you work together. What are the aims of this activity? (250 words)	This collaborative activity focused on developing language skills and cultural awareness through an exchange with our partner school in France. Pupils in Years 4-6 were paired with pen pals and exchanged letters and short videos introducing their hobbies, school life, and favourite foods. Pupils practiced basic French greetings and classroom phrases, while their partners learnt English through shared communication. The exchange culminated in a "Languages

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	Celebration Week” where pupils showcased songs, poems, and dialogues in French, Spanish, and their home languages. Parents contributed traditional recipes for a multilingual recipe book published jointly with our partner school. The aims were to foster enthusiasm for languages, promote cultural appreciation, and encourage pupils to communicate confidently with peers abroad. The outcomes were highly positive. Pupils demonstrated improved listening and speaking skills, increased motivation for language learning, and curiosity about different traditions. Teachers reported that pupils’ confidence in both English and French grew significantly, and cultural barriers were reduced through authentic interaction.
If there are recommendations provided in your Action Plan feedback for this activity, please outline the steps you have taken to implement or address those recommendations. You can also use this space to let us know if plans changed and you had to amend the original activity(optional) (250 words)	
International Activity 3	
Title of International activity	Climate Action and Sustainability
Teacher responsible	[Teacher Name]
Is this a collaborative activity?	☒ Yes ☐ No
If yes, list the partner school(s) involved and their country (i.e. school name, country)	[School Name and Country]
Start date of activity	[Start Date]
End date of activity	[End Date]

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Subject Areas – Select all subject areas covered in the activity

- ☐ Art
- ☐ Biology
- ☐ Business Studies
- ☐ Chemistry
- ☐ Citizenship
- ☒ Classics
- ☐ Dance
- ☐ Design
- ☐ Drama
- ☐ Economics
- ☐ English
- ☐ Geography
- ☐ History
- ☐ ICT
- ☐ Language
- ☐ Law
- ☐ Mathematics
- ☐ Media Studies
- ☐ Music
- ☐ PSE
- ☐ PE
- ☐ Physics
- ☐ Politics
- ☐ Psychology
- ☐ Religious Studies
- ☐ Science
- ☐ Sociology
- ☐ Technology
- ☐ Other (Please Specify)

Number of pupils in this activity, by age range

- ☐ Less than 5 Years old
- ☐ 5-6 Years old

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Please list the number of pupils by age that were involved in this activity.

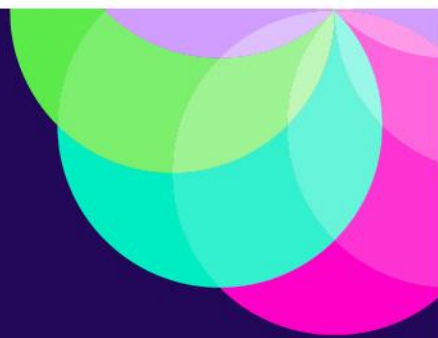
Detailing the number of pupils involved by age range will help to show the impact of the activity across your school. Your application will be deferred if this information is missing.

- ☒ 6-7 Years old
- ☐ 7-8 Years old
- ☐ 8-9 Years old
- ☐ 9-10 Years old
- ☐ 10-11 Years old
- ☐ 11-12 Years old
- ☐ 12-13 Years old
- ☐ 13-14 Years old
- ☐ 14-15 Years old
- ☐ 15-16 Years old
- ☐ 16-17 Years old
- ☐ 17-18 Years old
- ☐ 18-19 Years old
- ☐ Over 19 Years old

Please describe the activity. If you are working with a partner school, describe how you work together. What are the aims of this activity? (250 words)

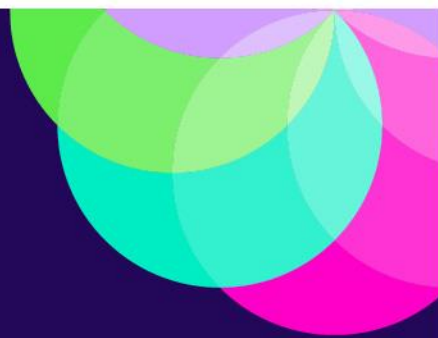
Linked to SDG 13 (*Climate Action*), pupils worked with a school in India to study environmental change. Classes compared weather patterns, biodiversity, and local environmental challenges. Using photographs, charts, and simple experiments, pupils explored renewable energy and conservation. The project ended with a "Green Week" in which pupils built recycled art sculptures and led sustainability assemblies. Aims were to deepen understanding of climate change, develop scientific curiosity, and promote environmental responsibility. The outcomes included improved knowledge of sustainability concepts, stronger digital collaboration skills, and the creation of an Eco-Committee responsible for maintaining recycling systems and monitoring classroom energy use. Pupils demonstrated leadership and

International School Award



	initiative, and teachers embedded sustainability across subjects.
International Activity 4	
Title of International activity	Equality, Inclusion and Human Rights
Teacher responsible	[Teacher Name]
Is this a collaborative activity?	☐ Yes ☒ No
If yes, list the partner school(s) involved and their country (i.e. school name, country)	[School Name and Country]
Start date of activity	[Start Date]
End date of activity	[End Date]
Subject Areas – Select all subject areas covered in the activity	☐ Art ☐ Biology ☐ Business Studies ☐ Chemistry ☐ Citizenship ☐ Classics ☐ Dance ☐ Design ☐ Drama ☐ Economics ☐ English ☒ Geography ☐ History ☐ ICT ☐ Language ☐ Law ☐ Mathematics ☐ Media Studies ☐ Music ☐ PSE ☐ PE ☐ Physics

International School Award

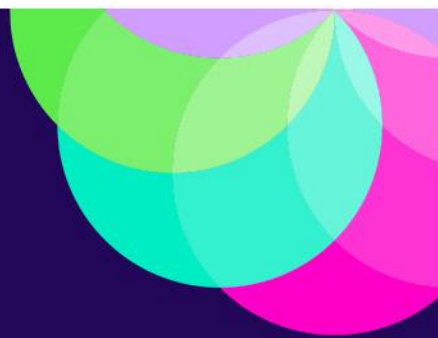


	☐ Politics ☐ Psychology ☐ Religious Studies ☐ Science ☐ Sociology ☐ Technology ☒ Other (Please Specify)
Number of pupils in this activity, by age range Please list the number of pupils by age that were involved in this activity. Detailing the number of pupils involved by age range will help to show the impact of the activity across your school. Your application will be deferred if this information is missing.	☐ Less than 5 Years old ☒ 5-6 Years old ☐ 6-7 Years old ☒ 7-8 Years old ☐ 8-9 Years old ☐ 9-10 Years old ☐ 10-11 Years old ☐ 11-12 Years old ☐ 12-13 Years old ☐ 13-14 Years old ☐ 14-15 Years old ☐ 15-16 Years old ☐ 16-17 Years old ☐ 17-18 Years old ☐ 18-19 Years old ☐ Over 19 Years old
Please describe the activity. If you are working with a partner school, describe how you work together. What are the aims of this activity? (250 words)	This project explored equality and human rights through classroom study and partnership exchange. Pupils researched the <i>UN Convention on the Rights of the Child</i> and produced creative responses — including posters, poems, and artwork — expressing fairness and belonging. Partner pupils shared their work through a virtual gallery.

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	Both schools held an online assembly on International Human Rights Day, where pupils recited poems and read short speeches about equality and respect. The aims were to strengthen empathy, challenge stereotypes, and develop understanding of human rights as a universal principle. Outcomes were meaningful and visible: pupils demonstrated kindness and confidence in discussing fairness, and their work was exhibited locally. The activity reinforced the school's commitment to inclusion and respect for diversity.
If there are recommendations provided in your Action Plan feedback for this activity, please outline the steps you have taken to implement or address those recommendations. You can also use this space to let us know if plans changed and you had to amend the original activity (optional) (250 words)	
International Activity 5	
Title of International activity	Creative Connections: The Arts Around the World
Teacher responsible	[Teacher Name]
Is this a collaborative activity?	☒ Yes ☐ No
If yes, list the partner school(s) involved and their country (i.e. school name, country)	[School Name and Country]
Start date of activity	[Start Date]
End date of activity	[End Date]
Subject Areas – Select all subject areas covered in the activity	☒ Art ☐ Biology ☐ Business Studies

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	☐ Chemistry ☐ Citizenship ☐ Classics ☐ Dance ☐ Design ☐ Drama ☐ Economics ☐ English ☐ Geography ☐ History ☐ ICT ☐ Language ☐ Law ☐ Mathematics ☐ Media Studies ☐ Music ☐ PSE ☐ PE ☐ Physics ☐ Politics ☐ Psychology ☐ Religious Studies ☐ Science ☐ Sociology ☐ Technology ☐ Other (Please Specify)
Number of pupils in this activity, by age range Please list the number of pupils by age that were involved in this activity.	☐ Less than 5 Years old ☐ 5-6 Years old ☒ 6-7 Years old ☒ 7-8 Years old ☒ 8-9 Years old

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Detailing the number of pupils involved by age range will help to show the impact of the activity across your school. Your application will be deferred if this information is missing.

- ☒ 9-10 Years old
- ☒ 10-11 Years old
- ☐ 11-12 Years old
- ☐ 12-13 Years old
- ☐ 13-14 Years old
- ☐ 14-15 Years old
- ☐ 15-16 Years old
- ☐ 16-17 Years old
- ☐ 17-18 Years old
- ☐ 18-19 Years old
- ☐ Over 19 Years old

Please describe the activity. If you are working with a partner school, describe how you work together. What are the aims of this activity? (250 words)

Pupils explored how art and music communicate culture and identity. Working with partner schools in France and Kenya, each class contributed performances for a shared digital "Cultural Showcase." Pupils learnt about traditional art forms such as African printmaking, French Impressionism, and Indian Rangoli, creating their own artwork inspired by these styles.

The aims were to encourage creativity, cultural appreciation, and collaboration across continents.

Outcomes included improved artistic skills, deeper cultural understanding, and increased confidence. Pupils and teachers reflected on the shared humanity expressed through art and performance. The project helped integrate international themes into the school's creative curriculum.

If there are recommendations provided in your Action Plan feedback for this activity, please outline the steps

International School Award

you have taken to implement or address those recommendations.

You can also use this space to let us know if plans changed and you had to amend the original activity (optional) (250 words)

Additional activities (optional) (400 words)

You can list here other activities with international focus that are relevant to your application

Impact Evaluation

Date when the school's international policy was last reviewed:

Make sure that the international policy is signed by the headteacher and one governor

Date when the international coordinator's job description was last reviewed:

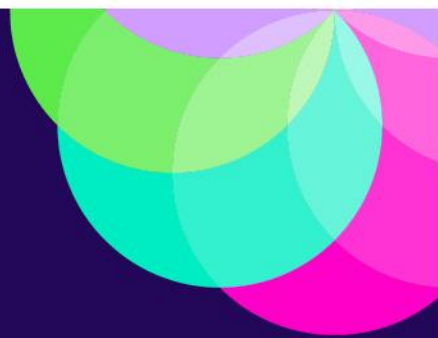
Make sure that the job description is signed by the headteacher and one governor

Impact on Pupils: How have the activities increased students' understanding of other countries, cultures and global issues? (400 Words)

Mention specifically at least three of your activities

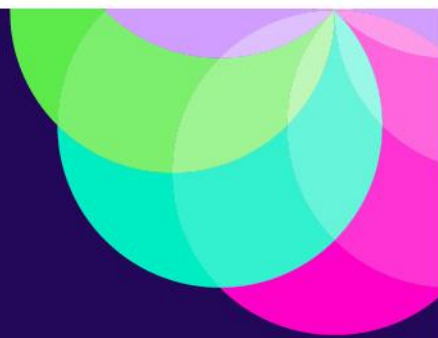
Pupils have developed curiosity, empathy, and global awareness through direct collaboration with peers abroad. They can now articulate how their actions affect others and demonstrate an understanding of global challenges such as sustainability, equality, and climate change. Engagement in multilingual and creative activities has improved communication and self-confidence, while collaboration has

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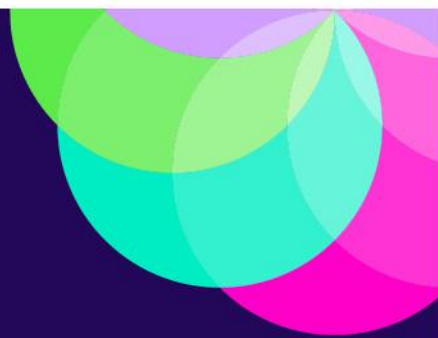
	nurtured teamwork and leadership. Pupils are more respectful and inclusive towards one another and show pride in their cultural identities. The experience has strengthened literacy, geography, and ICT skills, giving learning greater real-world relevance. Overall, pupils are leaving our school as informed, reflective, and compassionate global citizens.
Impact on Teachers: Please summarise the impact of international learning activities on teachers and the school/school systems with specific reference to the development of the global dimension and international ethos. (400 words)	International work has enhanced teaching practice and collaboration. Teachers now embed global themes naturally within lessons, supported by shared planning and resource exchange with partner schools. Professional dialogue with international colleagues has introduced new methodologies and encouraged reflective practice. Staff have gained confidence in using technology to connect classrooms globally, leading to more dynamic and inclusive teaching. The programme has fostered professional growth, improved teamwork, and promoted a shared sense of purpose. Teachers now model global citizenship and inspire pupils to think critically about the world. The collaborative projects have also boosted staff morale and created a strong, outward-looking culture within the school.
Impact on Community: Please summarise the impact of international learning activities on the wider community in your home country. (200 words)	The programme has united our school community around shared global values. Families have been actively involved, contributing recipes, stories, and cultural knowledge to school events. Local organisations have supported environmental and language initiatives, extending the reach of the school's work. Community members now view the school

International School Award



	as a hub for cultural exchange and global learning. Pupils' exhibitions and performances have drawn positive attention locally and online, celebrating the school's inclusive ethos. The experience has encouraged parents to discuss global issues at home and reinforced our reputation as a school that promotes understanding, respect, and international friendship.
Other programmes: Provide brief details of any other programmes, projects or accreditation schemes your school participates in. Please explain if/how these relate to your International School Award activities. (optional) (150 words)	
Plans on sustaining the international ethos: Please outline how you will sustain the international ethos in your school throughout the three years of your International School Award accreditation and beyond. (300 words)	Global learning is embedded in our curriculum and strategic development plan. The Global Learning Team will continue to coordinate annual projects and partnerships aligned with the UN Sustainable Development Goals. Each year group will deliver at least one international activity, ensuring progression and consistency. We will maintain our partnerships with schools in France, Kenya, and India, while exploring additional links with schools in Europe and Africa. Our International Policy and Coordinator Job Description are reviewed annually to ensure alignment with the school's vision. Ongoing staff training will ensure teachers remain confident in embedding global perspectives across subjects. International assemblies, celebration weeks, and creative exchanges will continue to engage pupils and families.

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	We will monitor progress through pupil voice surveys, lesson observations, and regular review meetings. By maintaining these systems, the international ethos will remain a living, evolving part of our school's identity, ensuring that global citizenship continues to thrive for years to come.
If you are resubmitting a deferred application, please choose the option here to open a new filed to list your improvements.	☐ Relevant ☐ Not Relevant