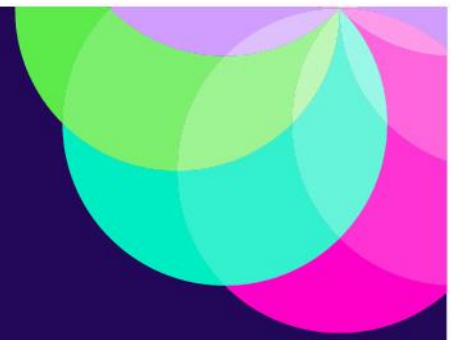




International School Award



Reaccreditation Certificate

Schools applying for the Reaccreditation 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 Reaccreditation 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 Reaccreditation 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?	Research from other schools / word of mouth
Are you applying from the UK?	☒ Yes ☐ No
Title (Optional)	☐ Mr ☒ Mrs ☐ Miss ☐ Ms
First Name	[First Name]
Last Name	[Last Name]

International School Award

Email Address	[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]
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 international learning, which has evolved over several years. Initial links were established through British Council forums and teacher networking events, leading to enduring

International School Award

partnerships with schools overseas. Since then, we have developed a range of collaborative projects focusing on cultural exchange, global issues, and the UN Sustainable Development Goals (SDGs). Regular communication between partner schools, joint project planning, and pupil exchanges through letters, videos, and artwork have strengthened our international dimension and embedded global learning across the curriculum.

Partner Schools

Schools are expected to be working 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)

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 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)

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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)	

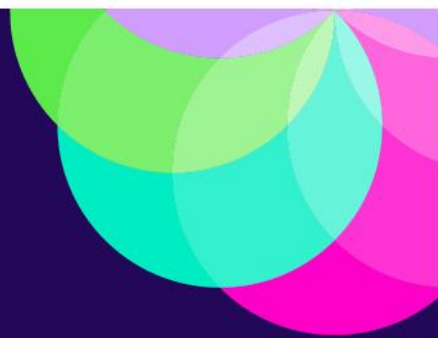
International Activities

To achieve Reaccreditation, 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.
- Schools should take up an ambassadorial role, spreading the knowledge, skills and experience of embedding internationalism in schools and to help up-skill others.
- 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.

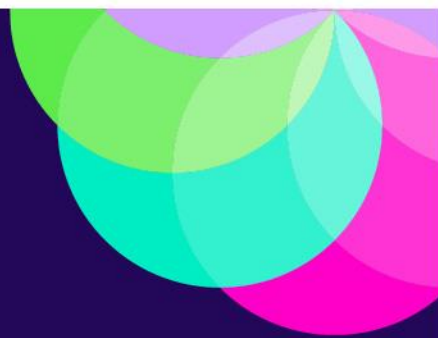
Ambassadorial Role	
How do you plan to support other schools in the UK with their international work in the forthcoming year? (200 words)	As a long-standing ISA school, we actively promote international education within our local authority. Our International

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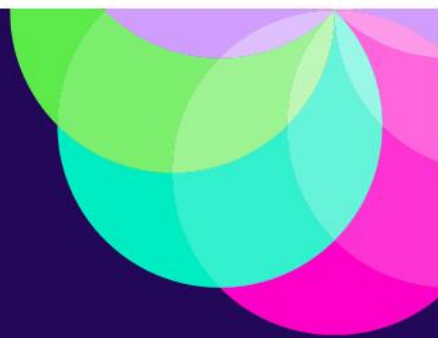
	Coordinator delivers short CPD sessions for nearby schools, demonstrating how to integrate global learning into everyday teaching. We have supported two neighbouring schools in completing their Foundation and Intermediate level applications, sharing planning templates and evaluation guidance. Staff regularly present our international work at regional forums and have hosted open classrooms for visiting teachers from abroad. The school has become a model of sustainable international collaboration, supported peer development and encouraged others to embed global learning.
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

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	☐ 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. 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

International School Award

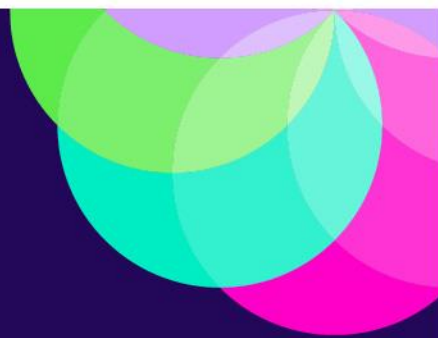


	☐ 18-19 Years old ☐ Over 19 Years old
Please describe the activity. If you are working with a partner school, describe how you work together. What are the aims of this activity? (250 Words)	Pupils worked collaboratively on a project exploring <i>how young people can make positive change in their communities</i> . Both schools researched issues such as food waste, homelessness, and access to education, then shared findings through virtual meetings. Pupils created action plans and produced digital posters suggesting local initiatives. The aims were to develop empathy, civic responsibility, and global awareness. Pupils improved critical thinking, research, and communication skills. The outcomes included two student-led community drives — a local food donation week and an online awareness campaign — both inspired by Canadian peers. Teachers noted increased pupil confidence, collaboration, and pride in contributing to real-world change.
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 2	
Title of International activity	Languages and Culture Through Storytelling
Teacher responsible	[Teacher Name]

International School Award

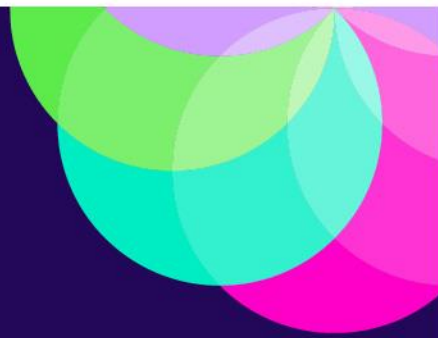
Is this a collaborative activity?	☒ Yes ☐ No
If yes, list the partner school(s) involved and their country (i.e. school name, country)	[School Name and Country]
Start date of activity	[Start Date]
End date of activity	[End Date]
Subject Areas – Select all subject areas covered in the activity	☒ Art ☐ 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 ☐ Science ☐ Sociology ☐ Technology

International School Award



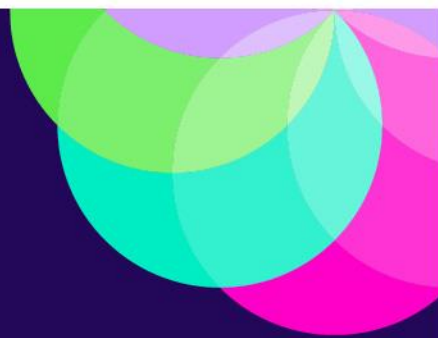
	☐ Other (Please Specify)
Number of pupils in this activity, by age range Please list the number of pupils by age that were involved in this activity. Detailing the number of pupils involved by age range will help to show the impact of the activity across your school. Your application will be deferred 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 this bilingual storytelling project, pupils exchanged traditional tales from their cultures. Spanish students translated English folktales into Spanish, while UK pupils illustrated Spanish legends and performed them in drama lessons. Both schools held virtual readings and designed a digital anthology of multicultural stories. The aims were to enhance language skills, creativity, and cultural awareness through authentic communication. Pupils improved pronunciation, vocabulary, and translation abilities. The project strengthened confidence and promoted respect for linguistic diversity. Outcomes included higher engagement in language

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	lessons and publication of the shared e-book on both schools' websites.
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 Change and Sustainable Schools
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

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	☐ 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. 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

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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 (<i>Climate Action</i>), pupils studied how climate change affects urban and rural areas in the UK and Canada. They compared weather data, analysed carbon footprints, and shared eco-initiatives via video conferencing. Pupils collaborated to design sustainable school prototypes using recyclable materials and digital 3D models. The aims were to deepen understanding of environmental science, foster innovation, and promote responsibility for the planet. Outcomes included improved knowledge of sustainability and teamwork, and both schools implemented a joint “Green Pledge” campaign. The activity encouraged leadership through pupil Eco-Councils and inspired the school’s ongoing Eco-Schools accreditation work.
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 4	
Title of International activity	Arts Without Borders
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)

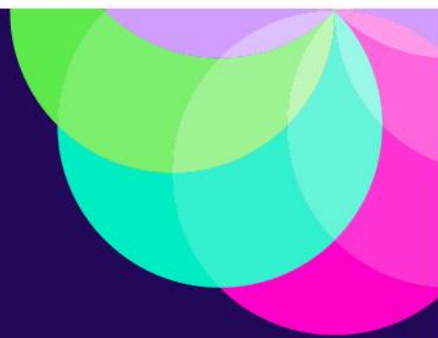
This creative project celebrated world art and music traditions. Pupils explored Japanese calligraphy, British abstract art, and African drumming techniques. They created a virtual gallery titled *Our Shared World*, showcasing artwork symbolising unity, friendship, and nature. Both schools exchanged video performances of traditional songs and dances. The aims were to encourage artistic expression and intercultural dialogue while exploring identity through the arts. Pupils developed creative confidence and learned to appreciate global artistic diversity. The project enhanced cultural awareness and promoted self-expression, resulting in a public exhibition and online showcase viewed by families from both countries.

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

International School Award

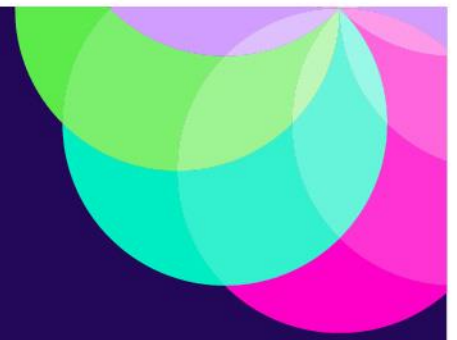
you have taken to implement or address those recommendations. You can also use this space to let us know if plans changed and you had to amend the original activity (optional) (250 words)	
International Activity 5	
Title of International activity	Global Entrepreneurship Challenge
Teacher responsible	[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

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	☐ 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)	Pupils worked in teams to design sustainable business ideas addressing global needs such as clean energy or ethical fashion. They researched international markets and pitched proposals to a mock panel of "global investors." The project included interviews

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	with entrepreneurs from partner schools abroad via video call. The aims were to develop global awareness, innovation, and teamwork while applying business and math's skills. Pupils demonstrated improved presentation, numeracy, and digital communication skills. Outcomes included a winning "solar power kit" concept that was later featured in a local entrepreneurship fair. The project fostered global awareness and confidence in enterprise.
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)	
Additional activities(optional) (400 words) You can list here other activities with international focus that are relevant to your application	
<u>Impact Evaluation</u>	
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	

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

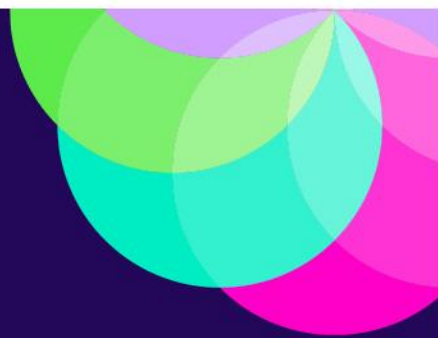
Mention specifically at least three of your activities

Pupils have become more independent, confident, and socially aware learners. They understand the importance of global issues and recognise their role in addressing them. Collaborative work with partner schools has improved teamwork and empathy, while bilingual exchanges have strengthened language and communication skills. Pupils have gained first-hand experience of international collaboration and are now more engaged in citizenship, geography, and languages. Many demonstrate leadership within the Eco-Council and Cultural Ambassadors group. Pupils' worldviews have broadened, enabling them to approach differences with curiosity and respect. The experience has developed skills vital for the future workplace — collaboration, innovation, and problem-solving — while nurturing globally responsible 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)

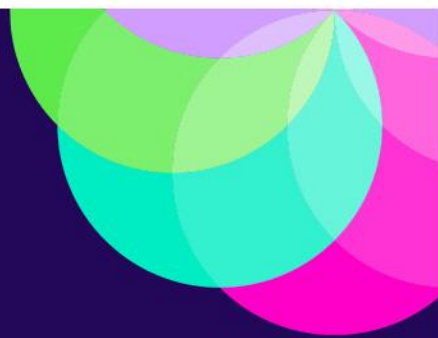
Teachers have gained confidence and creativity in embedding global perspectives across the curriculum. Collaboration with international colleagues has broadened teaching approaches and encouraged reflective practice. Staff have integrated digital tools effectively, using video conferencing, online exhibitions, and collaborative cloud platforms. Cross-curricular projects have strengthened teamwork and inspired lesson innovation, especially in language, science, and arts departments. Teachers report greater job satisfaction and pride in pupils' achievements. Professional development sessions on sustainability, inclusion, and intercultural education have

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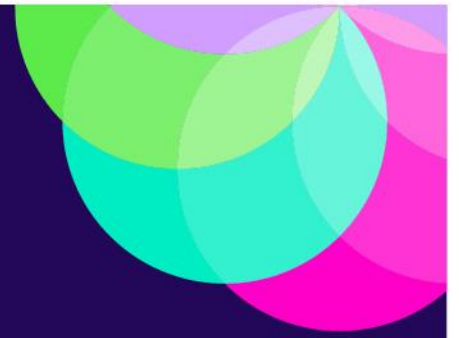
	built lasting capacity. The international ethos has become a unifying element within staff culture, promoting continuous learning and shared responsibility for global education.
Impact on Community: Please summarise the impact of international learning activities on the wider community in your home country. (200 words)	Parents and local partners have actively supported the school's global learning projects. Families have contributed home recipes, photographs, and cultural artefacts to exhibitions, while local environmental groups and businesses collaborated in sustainability initiatives. Community events celebrating culture and diversity have strengthened the relationship between school and neighbourhood. Pupils' digital showcases have been shared through local council networks and social media, enhancing community pride. The school is now recognised locally as a hub for global learning, diversity, and inclusion.
Ambassadorial role: To what extent has the school supported or mentored other schools in the UK to encourage their involvement in the international dimension or the International School Award? (200 words)	Our International Coordinator, who also leads the Modern Languages Department, has shared good practice and promoted the International School Award through various local networks. She has spoken with visiting teachers from local primary schools and colleagues within the wider school partnership network about the ISA and the school's international activities. Earlier this year, she presented at a regional school leaders' meeting, highlighting how international work enhances pupil engagement and showcasing examples of collaborative projects such as pen-pal exchanges integrated into the curriculum. She has also provided informal guidance to

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	colleagues in neighbouring schools who are interested in applying for the award.
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)	Our school offers a range of enrichment opportunities that enhance pupils' global awareness. These include participation in Music Mark, STEM innovation tournaments, and work experience placements with international companies, where students learn about global business and sustainability. During our annual Work Ready Day, visiting professionals highlight the importance of language learning for careers in international trade. Staff have also completed Youth Mental Health First Aid training to promote wellbeing and inclusion. In Religious Education, pupils take part in the national "Spirited Arts" Competition, creating artwork and reflections that explore how faith influences the modern world. Themes such as climate change, anti-racism, and animal welfare encourage empathy and global thinking. The project involves most of Years 7 and 8 and enables pupils to express their understanding of global issues through creativity, strengthening both awareness and appreciation of diversity.
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)	The international dimension is embedded across the curriculum and strategic plan. Global themes aligned with the UN SDGs will continue to drive learning across all year groups. The Global Learning Coordinator and an established team of staff champions will oversee the ongoing partnerships and ensure that new teachers receive induction training in

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	international education. Each department will maintain at least one annual global project, supported by assemblies and International Weeks. The school will strengthen its partnerships with Spain, Japan, and Canada through ongoing virtual projects and shared professional development. Collaboration with local schools through ISA networks will continue to build capacity and share best practice. Annual evaluation through pupil voice and curriculum review will measure progress and impact. By maintaining this structure and leadership commitment, the school ensures that international learning remains vibrant, inclusive, and sustainable for the long term.
If you are resubmitting a deferred application, please choose the option here to open a new file to list your improvements.	☐ Relevant ☐ Not Relevant