CIS International Accreditation
Evaluation Framework [Version 2019 updated]

CIS
COUNCIL OF
INTERNATIONAL
SCHOOLS

Shaping the future of international education

INTRODUCTION

This CIS International Accreditation evaluation framework provides a structured methodology for reflection, evaluation, and development for a school community to deploy and ensure systematic and continuous school improvement. The framework is underpinned by four drivers, which reflect the Council of International Schools' vision and mission. These four drivers are how effectively a school:

- delivers its own stated purpose and direction;
- provides effective student learning;
- ensures and enhances student well-being; and
- develops global citizenship.

This evaluation framework includes 8 domains, with 45 standards of which 25 are core standards. All core standards should be met or exceeded for a school to be accredited. If the school has boarding and/or homestay, there is a further domain including 8 standards, of which 5 are core. For the evaluation of each domain, this framework offers:

- essential questions that should be used to reflect on the big picture of each domain and evaluate the school's needs and/or priorities;
- standards that state expectations for high-quality international practice, which schools should work to meet and aspire to exceed; and
- criteria-based rubrics that support schools to evaluate progress, focus evidence gathering, and chart planned actions.

The evaluation framework offers a differentiated approach to schools. Within a rubric for each standard, there are four stages or columns of defined criteria to chart the journey of continuous school improvement:

Membership evaluation: criteria for granting CIS Membership to a school. The membership evaluation criteria for core standards must be met to achieve CIS Membership status.

Preparatory evaluation: developmental criteria which enable the school to reflect on its current status in relation to the standards. This will be used by CIS to confirm candidacy for accreditation or re-accreditation. The school will then begin the self-study.

Team evaluation: criteria for all standards to which the school should work towards during the self-study in order to achieve or maintain CIS-accredited status. These criteria support school improvement throughout the five-year cycle. The criteria for the core standards should be met to achieve or maintain CIS-accredited status.

Future aspirations: a menu of guiding questions to provide an opportunity for the school to exceed the standards. These future aspirations questions can be used by schools which have successfully demonstrated achievement of the Team evaluation criteria at the Preparatory evaluation stage. Within a re-accreditation process, schools should use the questions to generate future vision(s) as the basis for strategic planning, and begin to enhance implementation and impact of actions to improve the school further.

This version has been updated to improve consistency and the use of language from the 2019 version. Revising the re-accreditation process afforded an opportunity for CIS to build on the references to global citizenship and intercultural learning, and incorporate more specific references to inclusion, diversity, equity and anti-racism.

ESSENTIAL QUESTIONS

Use these questions to frame a reflective discussion about the overall effectiveness of the school in this domain. The outcomes of these discussions should provide the basis for the written evaluative commentary.

1   How effectively has the school's stated purpose and direction been developed? How is it reviewed and by whom? How can this be improved?

2   How appropriate and coherent are the guiding statements? To what extent do they set the direction for the school and inform its policies and operations? How can these be improved?

3   To what extent is there a shared understanding of the school's approach to learning and teaching and how can this shared understanding be improved?

4   How well do the guiding statements help ensure that the school fulfils the values of the CIS Code of Ethics [https://www.cois.org/about-cis/code-of-ethics] and the UN Convention on the Rights of the Child (1990)? How could these be used to contribute to improved student and staff well-being?

5   To what extent is there a shared understanding and common approach to the development of global citizenship and intercultural learning across the school and how can this shared understanding be improved?

6   How well does the school promote inclusion, diversity, equity and anti-racism through its guiding statements? How can these guiding statements be developed to improve policy and practice in these areas?

7   [For re-accreditation only] How could the school strengthen its purpose and direction beyond the Team Evaluation criteria? [Use the future aspirations questions in the rubric below as appropriate].

RUBRIC

Use the criteria in this rubric to evaluate the school's practice and identify evidence for alignment with the standard at the appropriate stage.

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
A1. The school's purpose, direction, and decision-making are guided by clear and aspirational guiding statements that are appropriate for the needs of all constituent groups and the context of the school. (CORE)	A1i. The school has appropriate guiding statements in place to provide clear purpose and direction. A1ii. The school's stated purpose and direction have been formally approved and are fully supported by the owners and/or governors.	A1i. The guiding statements inform the school and its decision-making. A1ii. The school's purpose and direction and their importance as drivers of strategic planning and decision-making are fully understood at both governance and school leadership levels.	A1i. The guiding statements systematically influence all levels of decision-making. A1ii. The owners and/or governors and school leadership can provide tangible evidence of how the school's stated purpose and direction drive strategic planning and decision-making. A1iii. The guiding statements are aspirational and well understood by the students, the faculty, and the parents.	A1i. How could the school's guiding statements be made more sustainable and adaptable for the future? A1ii. How could a diversity of perspectives from a range of groups be leveraged to improve the guiding statements? How could the school's guiding statements promote more inclusion, diversity, equity and anti-racism?
A2. The guiding statements provide clear commitment to high-quality learning and teaching, which is effectively implemented at each stage of a student's pathway through the school. (CORE)	A2i. However defined, the guiding statements provide clear commitment to high-quality learning and teaching.	A2i. The school has an engaging and contextually appropriate definition of high-quality learning and teaching to guide its practice.	A2i. The school puts into action its definition of high-quality learning and teaching which is appropriate for all stages of a student's pathway through the school.	A2i. How should the school more effectively monitor, evaluate, and review its definition of high-quality learning and teaching to improve the learning outcomes for the diversity of students enrolled?

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
A3. The guiding statements provide clear commitment to developing global citizenship and intercultural learning. (CORE)	A3i. However defined, the guiding statements provide clear commitment to global citizenship and intercultural learning.	A3i. The school has created an engaging and contextually appropriate definition of global citizenship and intercultural learning to guide its practice.	A3i. The school puts into action its contextual definition of global citizenship embracing intercultural learning, both inside and beyond the classroom, as evident in the learning experiences of all students.	A3i. How could the school more effectively ensure that the values associated with global citizenship and intercultural learning are shared and are an expectation of all constituent groups within the school? A3ii. How could the school further develop the students' capacities as global citizens and intercultural learners, and how would this be reflected in their learning, values, and actions? A3iii. How could the school's approach to global citizenship and intercultural learning promote among constituent groups more effective: • inclusion, diversity, equity and anti-racism; • environmental stewardship; and/or • other matters as appropriate?
A4. The guiding statements provide clear commitment to well-being, conform to the CIS Code of Ethics, and demonstrate commitment to the values inherent in the UN Convention on the Rights of the Child (1990). (CORE)	A4i. However defined, the guiding statements make a clear commitment to well-being. A4ii. The guiding statements are in alignment with the CIS Code of Ethics and with the spirit of the UN Convention on the Rights of the Child (1990).	A4i. The guiding statements make a clear commitment to well-being and this commitment is evident in practice. A4ii. The guiding statements are in alignment with the CIS Code of Ethics and influence decision-making. A4iii. Suitable references to the UN Convention on the Rights of the Child (1990) are deployed to give purpose and direction to policy related to well-being, as appropriate.	A4i. The guiding statements make a clear commitment to the well-being of the school community and this commitment is widespread in practice. A4ii. The guiding statements are in alignment with the CIS Code of Ethics and their ethical basis influences how the whole school operates. A4iii. Interactions between adults and students are conducted in alignment with the values within the UN Convention on the Rights of the Child (1990). These are confirmed in policy and evidenced in practice.	A4i. How should the school, through its guiding statements, enhance the commitment to proactive and effective approaches to well-being? A4ii. How could the school more effectively evaluate the ethical basis of its decisions and foster a more inclusive, equitable and anti-racist community?

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
A5. Monitoring, evaluating, and reviewing the school's stated purpose and direction takes place on a planned and regular basis with the school's constituent groups.	A5i. The guiding statements are supported by the school's constituent groups. A5ii. The school's leaders, owners and/or governors understand the need to reflect on and review the implementation of its guiding statements.	A5i. There is a review process in place to ensure that the guiding statements remain relevant and meaningful to the school's constituents. A5ii. Systems are in place for monitoring and evaluating the implementation of the guiding statements.	A5i. The review of the effectiveness of the guiding statements involves a range of perspectives from all constituent groups. A5ii. Qualitative and quantitative data inform monitoring, evaluation, and any review of changes to the guiding statements.	A5i. To what extent does the school consistently and meaningfully involve students, staff, parents, and/or other groups of stakeholders in influencing the school's purpose and direction? How could this be improved? A5ii. How could the school more effectively draw on external influences, research, and global trends to inform its purpose and direction?
A6. The school's approach to inclusion in its admissions procedures is aligned with its guiding statements.	A6i. The school's admissions procedures are clear and accessible and aligned with its guiding statements.	A6i. The school's admissions policy and procedures are implemented consistently in line with its guiding statements.	A6i. The school's admissions policy, procedures, and the outcomes of admissions decisions are evaluated regularly in the context of the guiding statements and the level of success for all enrolled students.	A6i. How inclusive is the school in its admissions practices and how can the school include and meet the needs of a more diverse group of students and demonstrate it is becoming a more inclusive, equitable and anti-racist community?

Version 2019 updated

 ESSENTIAL QUESTIONS

Use these questions to frame a reflective discussion about the overall effectiveness of the school in this domain. The outcomes of these discussions should provide the basis for the written evaluative commentary.

1. To what extent are governance, leadership and ownership aligned with the school's guiding statements and are governance, leadership, and ownership driving strategic decision-making together? How can this be improved?

2. How do the governance, leadership and ownership of the school uphold the CIS Code of Ethics [https://www.cois.org/about-cis/code-of-ethics] and the school's core values (either explicitly stated or implicit in the guiding statements)? How can this be improved?

3. Are the roles of governance, leadership and ownership clear and appropriate for the needs of the school and, through fulfilling these roles, do they foster and develop learning, well-being and global citizenship within the school culture? How can this be improved?

4. To what extent is short, medium and longer-term planning linked to appropriate budgeting, monitoring and controls that ensure the school operates legally, transparently and sustainably? How can this be improved?

5. How effectively does the school's leadership monitor and evaluate the quality of student learning, well-being and global citizenship and use this to inform strategic planning? How can this be improved?

6. [For re-accreditation only] How could the school strengthen its governance, ownership and leadership beyond the Team Evaluation criteria? [Use the future aspirations questions in the rubric below as appropriate.]

 RUBRIC

Use the criteria in this rubric to evaluate the school's practice and identify evidence for alignment with the standard at the appropriate stage.

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
B1. The respective roles and responsibilities of governance and/or ownership and leadership are suitably defined in writing, respected in practice, and aligned with the CIS Code of Ethics to enable the sustainable development of the school. (CORE)	B1i. The roles and responsibilities of governance and/or ownership, leadership and management are clearly defined and set out in written form, and include formal position descriptions and organisational charts. B1ii. Governors and/or owners, as well as leaders, are aligning practices with the CIS Code of Ethics.	B1i. The roles and responsibilities of governance and/or ownership, leadership and management are clearly articulated in approved policy, well understood and respected by members of the school community, and effectively communicated. B1ii. Governors and/or owners, as well as leaders, use the CIS Code of Ethics to guide their decision-making and policies.	B1i. The written roles and responsibilities of governance and/or ownership, leadership and management are clearly articulated, well understood, and reflected in operational practice, improving the quality and sustainability of the school. B1ii. The decision-making, policy-making and practices of governors and/or owners, as well as leaders, are all fully aligned with the CIS Code of Ethics.	B1i. How could the governors and/or owners, as well as leaders, be more involved in systematic induction, evaluation, and training to support the effectiveness and sustainability of their strategic governance and leadership?

Version 2019 updated

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
B2. The head of school is empowered to be the educational leader and, in partnership with the governors and/or owners, has clearly defined responsibility and accountability for student learning, well-being, global citizenship, and the culture of the school as a whole. (CORE)	B2i. The head of school's role is articulated in a formal job description that is understood by the governors and/or owners.	B2i. The head of school's role is unambiguous and supported by the school's constituent groups. B2ii. The working relationships between the head of school and the governors and/or owners includes an appraisal process for the head of school and the opportunity for mutual discussion of the effectiveness of the working relationships.	B2i. The relationship between the head of school and the owners and/or governors is a mutually supportive partnership based on a shared vision and common understanding about roles and responsibilities, thus empowering the head of school to provide leadership and improvement for student learning, well-being and global citizenship. B2ii. The working relationship between leaders and the governors and/or owners involves a well-defined appraisal process for both governance and leadership. The alignment of goals, and the effectiveness of working relationships are reviewed in order to improve their impact on learning, well-being, global citizenship and the school's culture.	B2i. How could the school enhance the working relationship between leaders and the governors and/or owners to further improve student learning, well-being and global citizenship? B2ii. How could the governors and/or owners and leaders prepare more effectively for significant changes in leadership or personnel?
B3. The governors and/or owners and leaders ensure there is educational and financial [strategic and operational] planning to support the school's viability and implementation of the guiding statements, and that these plans are appropriately communicated to the school community. (CORE)	B3i. The governors and/or owners are able to demonstrate that the school's short and long-term finances are sufficient to support its operations and the implementation of its guiding statements.	B3i. The governors and/or owners have realistic and appropriate strategic and/or operational plans that are underpinned by financial planning and which are focused on educational improvement. B3ii. The governors and/or owners have financial plans that include contingencies for unexpected circumstances in order to best ensure the viability of the school in the future.	B3i. The governors and/or owners, together with leaders, have strategic and operational plans that are formally approved, detailed, and sustainable. The plans have appropriate timeframes with clear financial underpinning to provide sound direction for educational improvement. B3ii. Approved strategic and operational plans are aligned with the guiding statements, appropriately communicated, and widely understood by stakeholders, in order to enhance accountability and the transparency of school operations, governance and/or ownership.	B3i. How should the outcomes from strategic and operational planning be monitored and evaluated to inform future educational improvement? B3ii. What are the internal and external contextual factors influencing the achievement of strategic and operational plans? How could successes be leveraged and inhibiting factors be offset to increase the rate of educational improvement? B3iii. How could the process of defining strategic and operational planning be more inclusive and ensure multiple perspectives are gathered and considered?

Version 2019 updated

DOMAIN B | *Governance, ownership, and leadership*

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
B4. Governance is constituted to enable the school to have a clear and appropriate sense of purpose, direction and continuity.	B4i. The school is legally constituted in accordance with the laws of the country, is appropriately licensed, and its operations are clearly compliant with the relevant statutes and/or articles of association.	B4i. A legally compliant governance structure enables the school to have a clear and well-defined direction; the relevant statutes and/or articles of association are translated into policy. B4ii. There are plans in place to cover changes in governance, ownership and leadership.	B4i. A legally compliant governance structure is translated into governance policy and procedures, embedded in practice, and subject to systematic review to ensure continued compliance with legal requirements. B4ii. Governors and/or owners, as well as leaders, are able to clearly demonstrate how they would manage continuity in the event of both internal and external changes to the operating environment of the school.	B4i. How could governance of the school be improved through revisions to structures, membership, policy and processes? B4ii. How could the governance structure be optimized both to fulfil essential duties and provide continuity for the school in the event of a sudden change in the external operating environment?
B5. The leadership of the school has the intercultural competencies, perspectives, and appreciation needed for the school's unique cultural context.	B5i. Leaders are suitably qualified and exhibit intercultural competencies and perspectives that reflect an understanding and appreciation of the school's unique cultural context.	B5i. Leaders ensure that intercultural competencies, perspectives, and appreciation of the school's cultural context are reflected in the relationships between and among all school constituent groups, within the curriculum, and in the day-to-day life of the school.	B5i. Leaders at all levels demonstrate that they actively enhance school culture through the development of intercultural competencies and an understanding of the cultural contexts of all staff and the community.	B5i. To what extent are intercultural competencies and perspectives embodied in the behaviour and relationships between all members of the school community, and reflected in the day-to-day life of the school? How could this be improved? B5ii. How could leaders improve their own intercultural competencies to ensure a diversity of constituent voices are taken into consideration in order to improve inclusion, equity and anti-racism?

DOMAIN B | *Governance, ownership, and leadership*

CIS International Accreditation

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
B6. There are clearly formulated written policies and practices that are implemented consistently and bring clarity to school operations.	B6i. There are written policies and practices that are used to bring clarity to school operations. B6ii. The school has a policy that describes how it is committed to preventing harm to children and responding appropriately if children are harmed or if allegations of harm to children are made.	B6i. There is clear evidence that the governors and/or owners, as well as leaders, are in the process of developing a comprehensive policy manual, supported by relevant procedures. B6ii. The school has policies that set out the roles and responsibilities of leaders, governors and/or owners, describe measures to prevent harm to children and appropriate responses if children are harmed or if allegations of harm to children are made. B6iii. The governors and/or owners have demonstrated a commitment to child safeguarding through the appropriate and clear designation of lead responsibility both within the school and in governance in order to ensure full implementation of policy and effective and ethical practice. B6iv. The school has published policy and practices related to the storage and use of data to ensure legal compliance and security.	B6i. The governors and/or owners, as well as leaders, have developed and formally approved, a comprehensive policy manual that is appropriately delegated, brings clarity to school operations, and is well understood by staff. B6ii. The governors and/or owners, as well as leaders, are able to demonstrate effective governance and leadership of child safeguarding policies and procedures through ensuring all its staff and board members understand their roles, responsibilities, policies, and reporting procedures of suspected or disclosed maltreatment, including historical disclosure. B6iii. The school has implemented policy and practices related to the storage and use of data to ensure that the school community is legally compliant and secure, and these policies are reviewed systematically. B6iv. There is a systematic process for the induction and training of new board members, school leaders and staff, which includes policies related to data protection, child protection, and safeguarding.	B6i. How should policies and procedures be tailored to the specific needs of the school's community, consistently implemented, effectively communicated, regularly reviewed, and widely understood by governors/owners, leaders, staff, students, and parents? B6ii. How could the responsibility for monitoring and developing policies and procedures be delegated to the appropriate governance committee, school leadership or staff group in the school? How could monitoring and development of policy be more effective? B6iii. Where there is existing delegated responsibility, how could the school ensure that there is sufficient time, expertise and resourcing to carry out roles effectively? In policy development, how could the involvement of staff be improved? B6iv. How effectively could the school continue to meet the need for open and accessible communication about learning whilst also ensuring data security? B6v. How should policies be leveraged or revised to support improved inclusion, diversity, equity and anti-racism for all constituent groups?

Version 2019 updated

ESSENTIAL QUESTIONS

Use these questions to frame a reflective discussion about the overall effectiveness of the school in this domain. The outcomes of these discussions should provide the basis for the written evaluative commentary.

1. To what extent does the curricular and co-curricular provision reflect the school's stated purpose and direction? Do stakeholders in the community see provision as effective, relevant and purposeful? How can this be improved?

2. Using evidence from student outcomes, how well does the school articulate a curriculum that provides the framework for success, presents appropriate levels of challenge, and fosters well-being for all students in the school? How can this be improved?

3. How does the curricular and co-curricular provision foster global citizenship, intercultural learning and an understanding of the school's cultural context, and how are these aspects planned for intentionally and developmentally in an age-appropriate manner? How can this be improved to promote inclusion, diversity, equity and anti-racism?

4. How effective is the provision and delivery of language learning? How can the students' linguistic/cultural background and/or the language-context of the school's location be valued and provided for? How can the provision be more supportive of lifelong learning?

5. How are aspects of well-being planned intentionally and developmentally in an age-appropriate manner and incorporated into the curriculum, so that students are prepared as they progress through school, higher education and adult life? How can this be improved?

6. [For re-accreditation only] How could the school strengthen its curricular and co-curricular provision beyond the Team Evaluation criteria? [Use the future aspirations questions in the rubric below as appropriate.]

RUBRIC

Use the criteria in this rubric to evaluate the school's practice and identify evidence for alignment with the standard at the appropriate stage.

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
C1. The curriculum, as a whole, offers access, engagement and challenge to support the intellectual, physical, social and emotional needs of all students. (CORE)	C1i. The curriculum is aligned with the school's stated purpose and direction and its admissions policy. C1ii. The curriculum considers the intellectual, physical, social, and emotional needs of students.	C1i. The curriculum is aligned to a clear vision of high-quality learning, which helps teachers to create engaging and suitably challenging learning activities for all students. C1ii. Overviews of the curriculum are well planned and articulated to meet the intellectual, physical, social and emotional needs of students as they progress through school.	C1i. A clearly articulated vision of high-quality learning is used in curriculum planning for each age group, which enables teachers to create engaging and suitably challenging learning activities for all students. C1ii. Overviews of the curriculum meet the intellectual, physical, social and emotional needs of all enrolled students as they progress through school and are well understood by stakeholders.	C1i. How should the curriculum be re-defined, developed or further articulated in light of the changing needs and circumstances of students. (This may cover changing language, ethnicity and cultural backgrounds and/or more diverse range of cognitive abilities among enrolled students.) C1ii. Which aspects of the curriculum need strengthening to ensure the intellectual, physical, social, and emotional needs of all enrolled students are met? C1iii. How could the school improve the understanding of students and parents with regard to the high-quality learning expected within the curriculum on offer?
C2. The documented curriculum determines the development of knowledge, understanding, skills and attributes, including well-being and intercultural competencies, relevant to the students' current and future development. (CORE)	C2i. The documented curriculum articulates plans for the development of knowledge, understanding, skills (or competencies), and personal attributes.	C2i. The documented curriculum's design and implementation makes clear the expected learning outcomes for students in terms of knowledge, understanding, and skills (or competencies). C2ii. The documented curriculum articulates clearly planned opportunities for personal development to explore aptitudes, attitudes and values.	C2i. The documented curriculum provides significant access, challenge and differentiation for all enrolled students. C2ii. The documented curriculum articulates activities that foster well-being and explores diverse personal, community and cultural values to support the development of intercultural competencies of students. C2iii. The development of independent learning is planned for in the documented curriculum in sufficient detail to support teacher planning.	C2i. How can the documented curriculum be planned and improved, with reference to the personalised, differentiated and lifelong learning needs of each student? C2ii. Which skills and intercultural competencies are effectively developed by the documented curriculum? Which are less developed and why? How should the curriculum be strengthened?

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
C3. Global citizenship, intercultural learning and digital citizenship are intentionally planned for within the curriculum to ensure students are well prepared for life beyond school. (CORE)	C3i. The curriculum demonstrates a commitment to developing global citizenship and intercultural learning in its educational goals and through the learning programmes. C3ii. The school understands the importance of, and has a strategy for, developing knowledge and understanding of students' home backgrounds and languages. C3iii. There is a planned approach to the development of students' digital citizenship.	C3i. The curriculum draws on the school's contextually appropriate definition of global citizenship and an understanding of the school's cultural context, to provide intentional learning focused on developing students' local and global citizenship. C3ii. The school demonstrates commitment to the role of language through developing programmes to support multilingual learning as well as the host country language. C3iii. The school has defined digital citizenship and has shared age-appropriate expectations with the students, which inform the nature of their learning with technology.	C3i. Articulated learning outcomes provide evidence of the planned integration and delivery of learning that fosters local and global perspectives and intercultural learning. C3ii. The school recognises and supports multilingual learning, including languages of the host country, and other first languages of students where feasible, and uses its multilingual community as a resource to enrich learning. C3iii. Learning outcomes in all age groups provide evidence for the development of digital citizenship and skills in the use of technology for learning.	C3i. How could the school understand better the impact on students of its provision for global citizenship and intercultural learning, and as a result, further develop the curriculum? C3ii. To what extent does the curriculum support students to respect and value inclusion, diversity, equity and anti-racism, and how should they be more prepared and empowered to interact effectively with people of diverse backgrounds and cultures? C3iii. How could the school improve the understanding of students and parents with regard to language learning and its impact on current and future opportunities? C3iv. How could students' capabilities in digital citizenship be used to further transform their learning?
C4. The curriculum is sequenced in a way that promotes students' access and progression and is thoroughly documented and articulated horizontally and vertically to enhance links and continuity between different sections of the school.	C4i. The curriculum is documented, and the school is improving its articulation of the curriculum to ensure progression and coherence for students, staff and parents.	C4i. There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation and review. C4ii. The school has provided a coordinated and coherent written articulation of the curriculum for students, staff and parents.	C4i. The school has effective curriculum coordination and has articulated the curriculum horizontally and vertically for all groups of students. C4ii. The school regularly re-evaluates horizontal and vertical articulation of the curriculum in light of all students and their needs, as well as changes determined by external sources.	C4i. How could the documented curriculum be improved to enhance students' abilities to transfer learning both horizontally and vertically? C4ii. How could both the horizontal and vertical curriculum articulation, be better understood by staff, students and parents?

DOMAIN C | *The curriculum*

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
C5. The curriculum is monitored, evaluated, reviewed and developed on a systematic and planned basis, using student outcomes, student agency and in response to changing external influences.	C5i. The school has indicated clearly when curriculum review processes will be undertaken and has articulated criteria on which to base the reviews.	C5i. Curriculum review is systematic. External influences and students' learning outcomes inform changes to the overarching curriculum plan.	C5i. Curriculum review and development is informed by systematic monitoring of quantitative and qualitative measures of student learning and well-being, including student agency, with appropriate analysis and development. C5ii. The school enables curriculum innovations and exploration of new learning methods, monitored by appropriate assessment and reflection techniques.	C5i. How could curriculum review be better informed by contemporary research, piloted curriculum innovations or networking with leading practices? C5ii. How could curriculum review be shaped by emerging trends and contemporary issues in the wider world and how could the curriculum prepare students more effectively for meeting these challenges?
C6. The school offers a breadth of programmes and activities to complement the formal curriculum which foster high-quality learning, student well-being and the development of global citizenship.	C6i. The school's complementary or co-curricular programmes relate to the needs of the students and their aspirations, and also demonstrate commitment to the host community and its cultures.	C6i. The school's complementary programmes have a clear underpinning rationale in line with the school's purpose and direction and the needs of the students. C6ii. The school's complementary programmes demonstrate a commitment to student leadership, community development and environmental sustainability.	C6i. The school's complementary programmes, teaching and resources foster lifelong learning and well-being, enabling all enrolled students to be included and to have their learning extended. C6ii. The school's complementary programmes are intentionally planned so that students can demonstrate leadership in student agency, community development and environmental stewardship.	C6i. How should complementary programmes be reviewed and evaluated in relation to a diverse range of student needs and be further aligned with changing circumstances and aspirations? C6ii. How should student agency be used to improve provision, access, engagement, and challenge in complementary programmes?

Version 2019 updated

 ESSENTIAL QUESTIONS

Use these questions to frame a reflective discussion about the overall effectiveness of the school in this domain. The outcomes of these discussions should provide the basis for the written evaluative commentary.

1. To what extent is learning suitably designed to motivate and engage all students? How can this be improved?

2. To what extent do students understand the purpose of their learning for life beyond school, in relation to their overall well-being and development as global citizens? How can this be improved?

3. To what extent has the school's definition of high-quality learning been translated into practice by teachers and understood by students? How can this be improved?

4. What are the challenges related to access to learning for all students within the school and is learning sufficiently challenging to enhance the outcomes of all students? How can this be improved overall, and specifically in relation to enhancing inclusion and equity?

5. To what extent do teachers demonstrate a clear understanding of the aptitudes, cultural context, well-being and prior attainments of their students so that they learn effectively? How can this be improved?

6. How effectively do students understand and articulate their own learning goals? How can this be improved?

7. How is assessment and feedback viewed and understood by students, staff, and parents? Where is it strong and/or in need of improvement to enhance learning? How can this be improved?

8. How is learning and teaching supported, enhanced, and/or transformed by digital resources and the use of technology? How can this be improved?

9. How is the impact of teaching practices evaluated systematically to support continuous improvement of learning? How can this be improved?

10. [For re-accreditation only] How could the school strengthen its learning, teaching, and assessment beyond the Team Evaluation criteria? [Use the future aspirations questions in the rubric below as appropriate.]

 RUBRIC

Use the criteria in this rubric to evaluate the school's practice and identify evidence for alignment with the standard at the appropriate stage.

Version 2019 updated

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
D1. Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning. (CORE)	D1i. Students are actively engaged in their learning. D1ii. Teachers are familiar with the school's curricular programmes, and work to ensure that all students succeed.	D1i. Students are actively engaged and challenged in their learning. D1ii. Through their practice, teachers are implementing the school's definition of high-quality learning. D1iii. Teachers employ a range of differentiated methodologies that enable learners of all ages and abilities to be successful. D1iv. Teachers understand student learning needs and support their academic, social, emotional and physical development accordingly.	D1i. Students are able to articulate what, why, and how they are learning, and feel engaged and challenged to learn. D1ii. Teachers understand and implement the school's definition of high-quality learning and deploy appropriate pedagogical approaches in their teaching. D1iii. Teachers create learning opportunities that engage all students and challenge them to achieve. D1iv. Learner variability and diversity is valued and accommodated in classrooms, and all students are appropriately challenged by their learning experiences. D1v. Appropriate methodologies are deployed for students with specific learning challenges, in all learning contexts. D1vi. Media, resources, and technologies are used to engage, challenge, and enhance access and differentiation.	D1i. How could the school ensure that the definition of high-quality learning is age-appropriate and that pedagogical approaches continually develop throughout the school? D1ii. How could teachers be provided with more effective ongoing professional learning opportunities, resources and support to create high-quality learning experiences and environments for their students? D1iii. How should teachers innovate, generate, and/or refine pedagogical approaches to ensure that they are effective for all students? D1iv. How should a diversity of student voices and/or student agency be used to improve any of the following: • appropriate levels of engagement, challenge and access; • inclusion, diversity, equity and anti-racism; • other appropriate matters that promote improved learning.

Version 2019 updated

DOMAIN D | *Teaching and assessing for learning*

CIS International Accreditation

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
D2. There are effective policies and procedures in place to identify varied learning needs, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes. (CORE)	D2i. The school has a published admissions policy that is aligned to the guiding statements and which offers clear information to parents and prospective parents concerning the alignment between learning needs, proficiencies and the programmes offered. D2ii. The school's admissions process secures relevant diagnostic information about an individual student's proficiencies, learning differences, talents, and learning aptitudes, to assist in determining whether the student's educational needs can be met by the school and its programmes.	D2i. The learning needs of students enrolled in the school are adequately supported by clearly defined and effective screening programmes and referral systems. D2ii. Ongoing assessment procedures monitor the extent to which students benefit from school programmes, and effective procedures are used to continually improve student access to the curriculum.	D2i. The school periodically reviews its admissions policies and procedures, and its provision of learning support for students, aligned with development of the school's guiding statements and/or significant changes in student demographics. D2ii. The school uses a range of assessment data as part of the regular evaluation of the effectiveness of the support and enhancement programmes for learning.	D2i. How could the school further benefit from expanding the admission of students with learning needs, social-emotional needs, and/or those with exceptional abilities? How would this be done to benefit the community and strengthen student learning overall? D2ii. How could the school's admissions data and monitoring of on-going student data be used to evaluate the effectiveness of admissions decisions and improve them accordingly? D2iii. How could the school improve its use of qualitative and quantitative data analysis to develop the quality of inclusion and extension practices?
D3. Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for the students in their development as global citizens and intercultural learners. (CORE)	D3i. Teachers are aware of the implications of the reference to global citizenship and intercultural learning in the school's guiding statements and ensure that knowledge of, and respect for, the host country and other cultures are embedded within teaching and learning.	D3i. Teachers are aware of the school's own definition of global citizenship and use it to provide age-appropriate opportunities to experience and learn from a variety of environments, contexts and cultures. D3ii. Students can give examples of their intercultural learning. D3iii. The school is seeking ways to measure and assess students' development as global citizens and intercultural learners.	D3i. Students demonstrate a wide range of understandings, skills, and dispositions that are evidence of global citizenship and intercultural learning. D3ii. Students can articulate the importance and relevance of their development as global citizens for their current and future learning and for its potential impact on the wider world (i.e. improvements to environmental sustainability, social justice and human development.) D3iii. The school can demonstrate how it values, measures and evaluates the development of student progress towards global citizenship and intercultural learning.	D3i. How could teachers develop more explicit learning outcomes referencing the school's cultural context, the students' cultural backgrounds, and local and global issues? D3ii. How could the school more effectively evaluate the impact of teaching and learning in relation to global citizenship and intercultural learning, and involve students and parents in the process? D3iii. How could the school emphasise the value it places on global citizenship and intercultural learning in terms of reporting to students, parents/guardians, and other stakeholders?

DOMAIN D | *Teaching and assessing for learning*

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
D4. Students experiencing difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.	D4i. The school has, or is in the process of developing, the means of identifying the learning needs of all students enrolled in the school. D4ii. Learning experiences in mainstream classrooms meet the basic learning needs of all students, including those having difficulty accessing the curriculum and those able to work well beyond the requirements of the curriculum. D4iii. The school has, or is in the process of developing, the means of referring students to inclusion and extension personnel and/or specialised agencies as required.	D4i. The number, qualification, and experience of inclusion and extension personnel is appropriate to the number and needs of identified students. D4ii. There are suitably trained teachers and, where applicable, clearly defined programmes for inclusion and extension of students. D4iii. The school has established partnerships and identified community resources as part of a continual process of improving learning and participation for all students.	D4i. Professional learning is undertaken by all teachers to ensure methods are in place to meet the needs and learning goals of all students. D4ii. The school makes effective use of community resources as part of a continual process of increasing learning and participation for all students. D4iii. Training is provided for staff in the use of equipment and facilities that are designed or modified to improve inclusion and access to learning for all students.	D4i. How should inclusion and extension be improved through improving the culture of collaboration, support, and problem-solving involving the whole school community? D4ii. How could the school develop and integrate: innovative approaches; an adaptive curriculum; flexible scheduling; and/or flexible staffing, in order to provide a creative and challenging learning experience for all students? D4iii. How could the school collaborate with other schools and agencies to share expertise to maximise and enhance learning for all students? D4iv. How could the school integrate research into its inclusion and extension practices to improve student learning?

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
D5. Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.	D5i. The school provides adequate instruction by suitably qualified personnel for students who lack understanding of the language(s) of instruction.	D5i. The number, qualification and experience of teaching personnel is appropriate to the number of students with language development needs. D5ii. There are appropriate and clearly defined programmes for students who lack understanding of the language(s) of instruction. D5iii. The school uses assessment data as part of the regular evaluation of the effectiveness of language development programmes. D5iv. The school engages with parents on how best to support the language development of their children, including in their home languages.	D5i. The teaching strategies and resources deployed enhance access to learning and challenge for all students who lack understanding of the language(s) of instruction. D5ii. The development of the language(s) of instruction is an integrated part of the school's programme. Staff collaborate with one another, students and parents to optimise language learning. D5iii. Pedagogical approaches support the individual needs of language learners. D5iv. All personnel have undertaken appropriate training, relevant to their role, to support students' specific language learning needs.	D5i. For the diversity of students enrolled, how could the school's approach to language learning for the various language-background groups be improved? D5ii. How could findings from research on language learning be used to improve language acquisition of students from various language backgrounds? D5iii. How effectively does the school investigate the association between language background and learning, and how could this be used to improve pedagogical approaches and impact on learning?
D6. A range of appropriate resources, media and technologies is used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.	D6i. The school provides access to a sufficient range of high-quality media, resources and technologies, according to its means, and supports teachers to use these resources effectively to enrich learning. D6ii. Teachers provide opportunities for students to acquire skills in accessing and evaluating information from print and media resources and in using the tools of technology.	D6i. The use of media, resources and technologies is planned and articulated vertically and horizontally in the documented and taught curriculum. D6ii. There are opportunities for students to develop their skills in the use of technology and information literacy.	D6i. The school has a well-understood, strategic approach for the acquisition and educational use of media, resources, and technologies. D6ii. Media, resources, and technologies are integrated into teaching and assessment, enhancing and enriching students' learning. D6iii. The school uses criteria to assess the effective use of media, resources, and technologies by teachers and students, such as access, inclusiveness and other appropriate measures of effectiveness.	D6i. How could media, resources, and technologies be incorporated into learning and teaching as a means to promote further critical and creative thinking? D6ii. How should the school develop the use of resources, media and information technology to promote further understanding of inclusion, diversity, equity and anti-racism? D6iii. How is the use of media, resources and technologies in learning impacting on student well-being? What should be done to mitigate the effects, and/or enhance the impact on learning and well-being?

DOMAIN D | *Teaching and assessing for learning*

CIS International Accreditation

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
D7. Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated and used by teachers to improve learning outcomes and pedagogical methods.	D7i. Teachers employ a variety of assessment strategies to affirm and evaluate student learning.	D7i. The school's agreed statement on assessment includes a range of strategies and is widely understood and implemented by teachers. D7ii. Assessment results are analysed by teachers to understand learning and provide clear feedback. D7iii. Assessment strategies involve students in self-assessment and feedback.	D7i. The school's assessment policy is aligned with the school's definition of high-quality learning, includes a variety of assessment methods, and is applied consistently. D7ii. Assessment criteria are clear, and students make connections between these criteria, their current learning activities, and their next developmental steps. D7iii. Differentiation of assessment strategies is widely evident, ensuring that individual students' learning aptitudes are catered for. D7iv. Assessment data is used by teachers to inform and improve pedagogical methods, and learning outcomes. D7v. Teachers use assessment data as part of the regular evaluation of the effectiveness of the inclusion and extension provision.	D7i. How could teachers improve student engagement in self-assessment and the quality of student self-reporting? D7ii. How could students use assessment feedback more effectively to make progress towards their learning goals? D7iii. How could the assessment tools and strategies for all ages and abilities be improved? D7iv. How could teachers improve their analysis of assessment data and use it to identify in their own classes, how best to support individual and/or groups of students in their learning and achievement?

Version 2019 updated

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
D8. A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically across the school to track and evaluate student progress and inform improvement in teaching and learning.	D8i. Periodic progress reports track individual student achievement.	D8i. The school provides timely and meaningful information for parents/guardians reflecting the achievement of their child in all aspects of the curriculum. D8ii. Assessment and student tracking are aligned with clear learning goals linked to the curriculum. D8iii. Assessment and student tracking are used to identify accomplishments and gaps in learning, to monitor improvement, and examine student achievement over time.	D8i. The school reviews, evaluates and improves its reporting processes on a systematic and regular basis, having obtained feedback from students and parents. D8ii. There is a systematic, school-wide method in place for the collection and analysis of student assessment data which is aligned with the school's definition of high-quality learning, and students and parents are aware of this data. D8iii. Assessment data is used in a systematic, school-wide manner to inform and continually improve student achievement and develop teachers' understanding of the effectiveness of pedagogical methods.	D8i. How should the reporting of learning be more aligned with the school's guiding statements and, in particular, the statement on high-quality learning? D8ii. How could the school improve leaders' and teachers' assessment and student tracking skills and use them to improve learning and teaching? D8iii. How should the school enhance the overall analysis of assessment data to improve the attainment and achievement of groups of students from a diverse range of backgrounds? D8iv. How could the school leverage former students when determining the effectiveness of the school's programme and pedagogy?

ESSENTIAL QUESTIONS

Use these questions to frame a reflective discussion about the overall effectiveness of the school in this domain. The outcomes of these discussions should provide the basis for the written evaluative commentary.

1. To what extent does the whole school community understand that student and staff well-being is the foundation for high-quality learning and teaching and how is this reflected in practice? How can this be improved?

2. How does the school systematically monitor and evaluate student physical and mental health and use this to improve both well-being and learning? How can this be improved?

3. How well does the school protect and safeguard students from all risks, including those arising from abuse and discrimination to ensure their well-being in both the short, the medium and the longer term? How can this be improved?

4. How does the school engender an atmosphere of confidence and trust in which students and other members of the school community feel able to share safeguarding concerns and feel empowered to take action to strengthen well-being? What measures are in place to listen and respond to concerns and diverse perspectives sensitively, appropriately and effectively? How can these be improved?

5. To what extent are students being prepared for a range of post-secondary options, as well as for independence in adult life beyond school? How can this be improved?

6. [For re-accreditation only] How could the school strengthen student well-being beyond the Team Evaluation criteria? [Use the future aspirations questions in the rubric below as appropriate.]

RUBRIC

Use the criteria in this rubric to evaluate the school's practice and identify evidence for alignment with the standard at the appropriate stage.

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
E1. The school environment is characterised by openness, fairness, trust and mutual respect to foster well-being. The school listens to students' views and develops their compassion, agency and leadership capabilities. (CORE)	E1i. The school has a positive culture promoting openness, fairness, trust and mutual respect. E1ii. The school provides opportunities for students to share their concerns and express their views.	E1i. The school promotes a positive and supportive, culturally-sensitive environment for student well-being, including fair and appropriate expectations for behaviour. E1ii. There are opportunities for students to share concerns, express their views and influence decisions and develop their leadership capabilities.	E1i. The school fosters effective student relationships, appropriate behaviour, leadership, and voice from a variety of cultural perspectives, and has informal, formal, and confidential channels through which students can give feedback to the school, regarding their well-being, to influence school-wide policy and processes. E1ii. Student voice, compassion, and leadership capabilities are developed through opportunities in service learning, environmental stewardship and community related activities.	E1i. How could the school regularly research, identify and implement improved practices to promote and foster enhanced well-being? E1ii. How could the school improve the contribution of student voices from a diverse range of perspectives to improve well-being overall, including openness, fairness, trust and mutual respect? E1iii. How could the school evaluate the development of compassion, agency and leadership in students, through the opportunities provided in service learning, environmental stewardship and community-related activities?

E2. The school has clearly documented and effectively implemented policies and procedures relating to child protection and safeguarding. (CORE) *These policies set out how the school addresses the following: reporting, managing and recording child safeguarding concerns and allegations of abuse; roles and responsibilities of staff, leaders and governors to manage and oversee safeguarding; staff training, student education and parental engagement; peer-on-peer harassment and abuse; and online safety. These exceed, where necessary, local regulatory requirements.*	E2i. The school is developing policies and procedures to safeguard and protect students. (Reference the list of areas to cover in the standard.) E2ii. Leaders and teachers demonstrate a shared responsibility to address awareness and prevention related to child protection and safeguarding.	E2i. The school is implementing appropriate policies and procedures to safeguard and protect students. (Reference the list of areas to cover in the standard.) E2ii. Policies and procedures include: an explanation of how the school encourages students, staff, and parents to share safeguarding and child protection concerns; clear reporting lines for students, staff and parents, and ways to escalate their concerns if necessary; and how the school responds to concerns and allegations when they are raised. E2iii. The school has clearly defined leadership and governance responsibilities for safeguarding and child protection and is aware of the legal, ethical and cultural expectations and requirements regarding child abuse within the country in which it operates. E2iv. The school has developed and adopted an appropriate definition of child abuse including physical, emotional, and sexual abuse (including sexual exploitation), neglect, and commercial exploitation, and recognises the different contexts in which students can experience abuse, including at home, in school, online, and amongst their peer group. E2v. The school has a programme of annual training for faculty and staff (including non-teaching staff) regarding child safeguarding.	E2i. Policy and procedures to safeguard and protect students are effectively implemented and well understood by all constituent groups, and these exceed, where necessary, local regulatory requirements. (Reference the list of areas to cover in the standard.) E2ii. The school's policies and procedures to safeguard and protect students are consistent with, and cross reference, wider school policies relating to issues that are engaged by these policies such as data protection and privacy, disciplinary and whistleblowing policies, and acceptable use policies. E2iii. The school monitors the safeguarding concerns for individuals and groups of students and provides social and emotional support to these students and their parents. E2iv. Policy and procedures for safeguarding and child protection are monitored, evaluated and reviewed regularly (annually in the case of child safeguarding) with the needs of all students in mind and in light of the specific risks facing the school's students. E2v. The school has taken steps to prepare for an allegation of abuse made against a member of staff or another adult in school and responds to concerns and allegations of abuse against these individuals in accordance with a clearly-defined and internationally-recognised protocol. E2vi. The school develops meaningful and effective relationships with external law	E2i. How should the school improve its identification, safeguarding, protection and support for vulnerable students (i.e. those who are at risk of, or exposed to harm or abuse)? E2ii. How should the school take steps to monitor and reduce the safeguarding risks facing its students and how can the impact of the school's actions be measured over time? E2iii. How should the school ensure that it researches and updates its external referral duties and local laws relating to safeguarding and improve the implementation of any requirements? E2iv. How could the school establish or improve relationships with local agencies and draw on community resources, as appropriate within the school's cultural context and its regulatory environment? E2v. How effectively and safely does the school consult with, and learn from, its students when implementing and revising safeguarding strategies, policies and practices, and how is the impact of this work measured over time?

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
			enforcement and child protection agencies and other organisations that provide appropriate support, advice, and professional development on matters of safeguarding and child protection. E2vii. Record-keeping allows the school to identify concerns at an early stage and reports of suspected or disclosed abuse, and any actions taken by the school, are recorded and securely archived, regardless of the outcome.	
E3. The school ensures the physical and mental health and overall well-being of all enrolled students. (CORE)	E3i. Sufficient and suitably qualified medical and counselling staff/contracted providers serve the physical and mental health needs of the students enrolled. E3ii. Physical and mental health records are kept in line with local regulations. E3iii. The school has programmes to promote physical and mental well-being.	E3i. Sufficient and suitably qualified medical and counselling staff/contracted providers, are regularly trained, to serve the physical and mental health needs of the students enrolled. E3ii. Physical and mental health records are kept systematically, securely and confidentially and are used to support students in need. E3iii. Programmes of physical and mental health education, including students being taught about child safeguarding are evident for all age groups and they are age-appropriate. E3iv. There are established partnerships and identified community services available to support physical and mental health of students.	E3i. Specialist staff and/or contracted providers promote their services and provide education for parents to enhance the physical and mental health of the wider school community. E3ii. Physical and mental health records are kept systematically, securely and confidentially and regular surveys are conducted to provide data to inform wider health policy, programmes and practices. E3iii. The school has in place structured and sequential learning programmes related to physical and mental health, including child safeguarding, on-line safety and comprehensive sexuality education, taught by qualified and/or trained staff. E3iv. The school facilitates school community awareness and understanding of local physical and mental healthcare services, local health requirements, and potential health concerns.	E3i. How could policies, practices, environment and ethos be more conducive to promoting the physical and mental health and well-being of all students, not only those who require well-being interventions. E3ii. How should the school play an improved advocacy role in understanding and responding to potential physical and mental health risks in the local and broader community? E3iii. How should the school improve the monitoring of physical and mental health needs of a diverse range of students, and how well does it use this monitoring to evaluate the provision to meet their needs more effectively? E3iv. How could the school enhance the learning of students and families through the health professionals in the school and/or the broader community?

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
E4. The health, safety, and security of students and staff conducting activities outside the school is supported through clearly documented and effectively implemented policy and procedures, including risk assessment and mitigation.	E4i. The school provides well-planned learning beyond the campus boundaries and in the community. E4ii. The school has written policies and procedures, including risk assessment, to mitigate risks in security, health and safety of students and accompanying adults during trips and activities beyond the campus boundaries.	E4i. The school ensures that trips and off-site activities are purposeful, well planned and well executed, and include appropriate health and safety education for students. E4ii. Differentiated risk assessment procedures are in place for local, regional, and international trips and activities. Risk assessments are communicated to all relevant community partners as part of the approval process.	E4i. The school reports, records, and reviews allegations of abuse and accidents and considers how to reduce risk on trips and activities in a systematic way. E4ii. The school works with the appropriate safety authorities or experts to regularly evaluate and renew its external activity risk procedures in light of changing conditions and circumstances. E4iii. External activity risk procedures are shared with community partners, e.g. athletic associations or MUN networks, to ensure consistency of procedures when students are travelling.	E4i. How could the school research, identify, and implement enhanced practices in child protection and risk management in off-campus activities? E4ii. How could students be more involved in learning about risk and risk mitigation to support themselves once they leave school?
E5. The school provides active support for students and families in transition in and out of the school, as well as between divisions within the school, through appropriate information, programmes, counselling and advice, drawing upon local agencies and external expertise when needed.	E5i. The school has appropriate information and guidance to support students and families in transition.	E5i. The school offers a range of developmentally appropriate and effective educational opportunities for students in transition between divisions and programmes, to reduce well-being concerns and enhance continuity of learning. E5ii. The school provides orientation for students and families new to the school as well as transition support for those students and families exiting the school.	E5i. The school has a coordinated approach for staff across divisions to plan, implement and evaluate transition activities and programmes for students and families, to enhance the continuity of learning and ensure well-being through transition. E5ii. The school and the school community collaborate to provide support for families in transition, with a variety of different language and cultural backgrounds, to support social and emotional adjustment and promote continuity in learning.	E5i. How should the school monitor, evaluate, and respond to well-being and learning concerns among students as they transition across divisions, in both the short and medium term? E5ii. How could the school research and implement enhanced practices in relation to students in transition entering and exiting the school, as well as supporting those students who remain and who suffer loss from losing their friends?

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
E6. The school supports students' current and future development and achievement by providing guidance and counselling about continuing education, as well as age-appropriate careers education.	E6i. The school engages suitable and qualified personnel to deliver university/college counselling, assessment and referral, as well as educational and career planning. and guidance for all students and their families.	E6i. Programmes are supported by clear documents and policies that ensure the school community understands the scope of career and higher education counselling services available, and how to access them. E6ii. The school offers a range of learning experiences that introduce a variety of careers to students so that they can reflect on their future aspirations and goals.	E6i. The school regularly evaluates the effectiveness of its university/college and career counselling programmes and services, using data from student profiles, achievements and progression routes and makes appropriate adjustments, as necessary. E6ii. Careers education experiences are planned systematically and are evident in the school's programmes. E6iii. Students are prepared for life beyond school, including life skills, independence and issues that may affect their well-being.	E6i. How could the school regularly research, identify and implement enhanced practices, such as the use of data on alumni, as part of the ongoing evaluation process? E6ii. How could external partners and the broader community be used more effectively and systematically to enhance careers education in the school? E6iii. How could the school prepare students to advocate for themselves and be agents of change in terms of inclusion, diversity, equity and anti-racism?

ESSENTIAL QUESTIONS

Use these questions to frame a reflective discussion about the overall effectiveness of the school in this domain. The outcomes of these discussions should provide the basis for the written evaluative commentary.

1. To what extent are all staff supportive of, and aligned with, delivering the school's purpose and direction? How can this be improved?

2. How do the experiences, understanding, skills and perspectives of staff provide the basis for educating students for global citizenship and intercultural learning? How can this be improved?

3. How safely and effectively are the staff recruited and retained, and how effective is staff development in supporting student learning and well-being? How can this be improved?

4. To what extent do policies establish a behavioural code of conduct with expectations that are understood, fair, and effective for all? How can this be improved?

5. How should leadership and staff together strengthen engagement, motivation and trust to further develop a constructive culture within the school?

6. How well does the school promote inclusion, diversity, equity and anti-racism through its staffing policies and its working relationships? How can policy and working relationships be improved in these areas?

7. [For re-accreditation only] How could the school strengthen staffing beyond the Team Evaluation criteria? [Use the future aspirations questions in the rubric below as appropriate.]

RUBRIC

Use the criteria in this rubric to evaluate the school's practice and identify evidence for alignment with the standard at the appropriate stage.

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
F1. The faculty and support staff are employed in sufficient numbers, and with appropriate experience, qualifications and competencies, and in accordance with the host country employment law and the CIS Code of Ethics. (CORE)	F1i. The number of faculty and support staff is commensurate with the number of students, to ensure a satisfactory learning experience for students, in accordance with the school's services, curriculum and complementary programmes. F1ii. Staff recruitment and retention is managed in accordance with the host country employment law and the CIS Code of Ethics.	F1i. The number of appropriately qualified faculty and support staff is commensurate with the number of students and the demands of the school's services, curriculum, pedagogy and complementary programmes, to ensure all students benefit from the learning experience. F1ii. Staff recruitment and retention is managed through a school policy that is in accordance with the host country's employment law and the CIS Code of Ethics.	F1i. There are sufficient numbers of faculty and support staff, appropriately qualified and experienced, to ensure students have learning experiences in line with the school's definition of high quality learning and teaching, the curriculum and complementary programmes. F1ii. All faculty have undertaken professional development and/or training specific to the curriculum and pedagogical methods needed. F1iii. There are clearly defined policies and procedures for staff recruitment and retention in accordance with host country employment law and the CIS Code of Ethics, which is widely understood by current and prospective staff.	F1i. How should succession planning be improved for the sustainable development of the school? F1ii. How should faculty members regularly update their training, specific to the curriculum, pedagogy, well-being and/or the school's cultural context? F1iii. How could the school promote opportunities related to advanced qualifications and other training available to all staff to support their role in the school? F1iv. How should inclusion, diversity, equity and anti-racism be considered in the school's recruitment and retention policies and practices? How could this be improved?
F2. Thorough background checks have been carried out for all staff and volunteers to confirm their identity, medical fitness, right to work in the country, previous employment history, criminal record, qualifications and suitable references. This information has been taken into account in determining whether their appointment will be confirmed. (CORE)	F2i. Formal and sufficient procedures exist for the screening of all prospective staff (whether employed, self-employed or sub-contracted).	F2i. A formal and appropriate policy exists for the screening of all prospective members of staff (whether employed, self-employed, or sub-contracted), volunteers and governors/owners, and this policy is consistently applied. F2ii. Where existing staff, volunteers and governors/owners have not already been suitably screened, steps are being taken as part of a remediation exercise to ensure that they undergo such screening.	F2i. Thorough background and criminal record screening is undertaken for all members of staff (whether employed, self-employed, or sub-contracted), volunteers and governors/owners, in a systematic way and according to a published schedule. F2ii. Where existing staff, volunteers and governors/owners have not already been suitably screened, the remediation exercise carried out by the school has been completed or is nearing completion.	F2i. How embedded in school practice are the regular reference, background, and criminal record checks for all employees and how could their effectiveness be improved? F2ii. How are these processes systematically evaluated and made more effective over time?

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
F3. The school provides for the professional development and/or training for faculty and support staff that relates to school priorities, addresses the needs of staff, and contributes to the development of student learning, well-being and global citizenship. (CORE)	F3i. Faculty and other staff have access to professional development and/or training.	F3i. All faculty and other staff have access to professional development and/or training related to their needs, which supports the school in being more effective.	F3i. There is a clearly defined process and expectation for all faculty and classroom support staff to receive professional development related to the school's identified priorities and their needs, which improves student learning and well-being. F3ii. There is a clearly defined process and expectation for non-classroom support staff to receive professional development and/or training related to the school's identified priorities and which supports the school in being more efficient and effective.	F3i. How can the school community improve the culture of learning and development for all faculty and other staff? F3ii. How effective is professional development provision in improving the following: • learning and teaching including the use of technology; • global citizenship and intercultural learning; • well-being, physical and mental health; • inclusion, diversity, equity and anti-racism; and/or • other matters related to the school's strategic improvement?
F4. The performance evaluation system is defined and implemented for all faculty and other staff based on pre-determined, explicit criteria and is supported by a programme of professional development and/or training, which is linked to appraisal outcomes and identified school priorities. (CORE)	F4i. There is evidence of faculty and other staff being involved in a performance evaluation process that includes feedback.	F4i. There is a clearly communicated, written performance evaluation and feedback policy, with an appropriate appeals procedure. Many faculty and other staff have entered into this process.	F4i. All faculty and other staff understand the performance evaluation and feedback policy, appeals procedures, and are appropriately engaged and involved in the process. There are clear links between performance evaluation, the school's priorities and provision of professional development.	F4i. How effectively does the performance evaluation system inform the continuous development of the school? How could this be improved? F4ii. To what extent is student feedback part of the performance evaluation system and how could this be used more effectively?

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
F5. Collectively, leaders, faculty, and other staff create a professional and trusting working environment. Written policies and guidelines establish expectations for the performance and conduct of all faculty and other staff, and they are applied fairly and consistently. (CORE)	F5i. Leaders, faculty and other staff have a professional and trusting working relationship. F5ii. All faculty and other staff receive clear documentation and a code of conduct outlining their roles, responsibilities and expectations for behaviour.	F5i. Leaders, faculty and other staff have a purposeful approach to creating a professional and trusting working environment. F5ii. All faculty and other staff have individual job descriptions related to their roles, responsibilities, and a code of conduct setting expectations for behaviour. F5iii. The school has developed and adopted a code of conduct with specific written guidelines stating appropriate and inappropriate behaviour with children. F5iv. The school has developed a guide to the cultural context of the school to support staff in understanding that culture.	F5i. Leaders, faculty and support staff have established a systematic approach to ensuring a professional and trusting working environment. This approach is monitored, evaluated and improved in light of regular feedback. F5ii. In addition to job descriptions, there is widely disseminated associated documentation (such as a staff handbook) to ensure expectations for all faculty and staff, including a complaints and appeals procedure, are understood and applied consistently. F5iii. All faculty, other staff, contractors, and volunteers have signed an acknowledgement that they have read a code of conduct and written guidelines stating appropriate and inappropriate behaviour of adults with other adults and adults towards children. F5iv. The school has clear expectations of how adults of different cultures and languages work together, which incorporate clear expectations against discrimination in all its forms.	F5i. How effectively does the school reflect on whether the school community is a place where staff from a diverse range of backgrounds feel a sense of belonging and feel valued? How could this be improved? F5ii. How could the school's policies and practices be reviewed to better protect and foster staff mental well-being, including any review of roles and responsibilities, workload management, quality of supervision, staff consultation and voice and other factors affecting staff effectiveness and well-being? F5iii. How effectively do the school's policies and practices safeguard its staff and faculty from harm and abuse within the school environment? F5iv. How effective are faculty and other staff in developing their own intercultural awareness and competencies and how might the school improve awareness of inclusion, diversity, equity and anti-racism?

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
F6. All faculty and other staff are employed in accordance with the CIS Code of Ethics under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's context.	F6i. All faculty and other staff members have contracts (or the equivalent local document).	F6i. All faculty and other staff understand their contracts (or the equivalent local document). F6ii. Salaries and benefits are in line with expectations for the position and the local context, and encourage the recruitment and retention of appropriately qualified and experienced staff.	F6i. All faculty and other staff understand their contracts (or the equivalent local document) and there is appropriate expertise available to staff to clarify understanding if needed. F6ii. Salaries and benefits are outlined for all faculty and other staff in an open and transparent manner.	F6i. How should the review of, and amendment to, contracts be made more effective? F6ii. How should the school improve benchmarking of salaries and benefits of faculty and other staff against similar schools and employers? F6iii. How should the salaries and benefits be reviewed in order to promote improved equity across all faculty and other staff?

ESSENTIAL QUESTIONS

Use these questions to frame a reflective discussion about the overall effectiveness of the school in this domain. The outcomes of these discussions should provide the basis for the written evaluative commentary.

1. How well do the premises, facilities, technology systems and learning spaces contribute to the effective implementation of the curriculum and complementary programmes offered? How can these be improved?

2. How well do the premises, facilities, technology systems and auxiliary services enhance the school's stated purpose and direction? How can these be improved?

3. How well are the facilities and technology systems designed to ensure and enhance the physical, social, and emotional well-being and safety of students? How can these be improved?

4. How safe and secure are the facilities (across the campus and other areas used regularly) for the students and adults at the school? How can these be improved?

5. To what extent do the premises, facilities, technology systems and auxiliary services, and their management, offer extended learning opportunities for students? How can these be improved?

6. [For re-accreditation only] How could the school strengthen its premises, facilities, technology systems and auxiliary services beyond the Team Evaluation criteria? [Use the future aspirations questions in the rubric below as appropriate.]

RUBRIC

Use the criteria in this rubric to evaluate the school's practice and identify evidence for alignment with the standard at the appropriate stage.

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
G1. The school provides premises and facilities, with supporting systems and services, to enable it to fulfil the school's stated purpose and direction, deliver the curriculum and contribute to the well-being of students. (CORE)	G1i. Physical facilities, teaching and learning spaces and equipment are age-appropriate and adequately support the school's purpose and direction, and sustain the learning and well-being programmes for all students.	G1i. The school monitors, evaluates, and reviews use of the facilities in relation to the number of students enrolled, the occupancy of classes, the programmes on offer and the nature of learning expected, and has a well-developed process of facility planning to enhance learning and well-being.	G1i. The school ensures the continual development of school premises, physical accommodation, infrastructure and equipment to better meet student needs and improve learning and well-being.	G1i. How could the premises be improved to be more aligned with, and facilitate more effectively, the school's definition of high-quality learning? G1ii. How should the school's future planning of facilities improve its consideration of: • innovative learning practices and research into effective practice; • research into spaces and places to promote well-being; and/or • cultural influences and how these may promote intercultural learning and a sense of belonging?

Version 2019 updated

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
G2. The premises have high standards of maintenance, cleanliness, health, safety and security, which are supported by written policies and effective procedures, and which exceed, where necessary, local regulatory requirements. (CORE)	G2i. Appropriate indoor and outdoor spaces, air quality, heating and cooling, shade, shelter, lighting and acoustics support safety, health and an environment conducive to learning and well-being for all. G2ii. Written policies and procedures are in place to support the health and safety of all on campus and the school meets the health and safety codes and regulations of local authorities. G2iii. Effective procedures and drills are in place for emergency situations that require evacuation or emergency medical care for staff and students.	G2i. The school has a system of monitoring and maintenance that ensures the premises and equipment are healthy, safe and secure. G2ii. Due regard is given to building and facility design, layout, designation and use to ensure effective practice in child safeguarding and protection. G2iii. Effective procedures that comply with, or exceed, local regulations are in place for emergency situations that require evacuation, lockdown, medical response and/or response to natural disasters, for example, earthquake or flooding, as appropriate. G2iv. Provision is made to meet the health, safety and freedom of access needs of all students and staff.	G2i. The school regularly monitors the premises and reviews the effectiveness of policy, procedure and behaviours, through a systematic structure, for example, a Health, Safety and Environment Committee, to inform planning for enhancements and appropriate professional development and/or training. G2ii. All staff follow school policy in their use of premises to ensure effective practice in child safeguarding and protection. G2iii. The school has well developed and practised policies, procedures, drills, and communication plans as part of an overall crisis management plan. Where necessary, these exceed local regulatory requirements. G2iv. Provision is reviewed and improved to ensure the health, safety, and freedom of access for all students and staff.	G2i. How could the students be made more aware of the health and safety measures on the premises and how might they be used to further enhance their learning? G2ii. How effectively and systematically does the school review all emergency procedures and identify and implement enhanced emergency procedures, using information available from expert sources? G2iii. How could the school improve its ability to support students' learning in the event of school closure? G2iv. What messages (implicit and explicit) do the school premises and facilities convey to students, staff and parents with regard to the provision for individual needs and the promotion of more inclusion?

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
G3. The technology systems (infrastructure and data) support the school's teaching, learning and administrative needs and have appropriate and effective safety, security and confidentiality measures in place. (CORE)	G3i. The provision of technologies is planned and appropriately funded and supports the learning programmes. G3ii. Technology systems support the management and operational functions of the school.	G3i. The provision of technologies is planned, appropriately funded and integrates successfully with the provision of other media and printed resources to support and enhance the learning programmes. G3ii. Technology systems sustain the management and operational functions of the school and are appropriately confidential.	G3i. Technology provision effectively supports and integrates with the provision of other media and resources to enhance all learning programmes, including differentiated and personalised learning. G3ii. Technology provision is strategically planned for, and includes, financial planning for the future. G3iii. Technology systems provide enhanced management and operational functions for the school and are regularly tested to ensure rigorous security and back-up.	G3i. How could the school actively and systematically engage in research and development to plan for the future of new technologies in enhancing student learning? G3ii. How could on-line learning platforms be improved for, and better aligned with, the school's statement for high quality learning? G3iii. How could technology provision be further improved to enhance the management and operational functions of the school and, as a result, enhance student and staff well-being?
G4. The school ensures the provision of auxiliary services that meet standards of health and safety, efficiency and, where appropriate, contribute to opportunities for lifelong learning and student well-being.	G4i. The school uses a range of auxiliary services and ensures they comply with local regulations, including appropriate monitoring of maintenance, cleanliness, security, health and safety.	G4i. The school uses a range of auxiliary services and monitors maintenance, cleanliness, environmental stewardship, security, food services and transportation, and ensures they comply with, or exceed, local regulations where necessary. G4ii. The school fosters a culture of due diligence through monitoring the auxiliary services and, where appropriate, acts to improve these services.	G4i. With appropriate stakeholders and the service providers or staff themselves, the school evaluates and improves the effectiveness, due diligence, and educational contribution of auxiliary services to broaden learning opportunities for students and ensure they are safe and secure.	G4i. How could the school engage in improving the quality of its auxiliary services by conducting research to identify industry/international leading practices? G4ii. How could the school provide more opportunities for auxiliary services to become part of the school community and contribute to the lifelong learning of students?

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
G5. Management of the premises gives due consideration to the local and global environment and exceeds, where possible, local regulatory requirements.	G5i. The school communicates planned environmental actions within the community.	G5i. The school is legally compliant with local environmental laws. G5ii. The school seeks ways to engage a range of stakeholders in environmental stewardship. G5iii. The school seeks ways to enhance the campus for learning about environments and environmental stewardship.	G5i. The school is legally compliant with local environmental laws and also seeks ways to go beyond these laws to reduce environmental impact and enhance sustainability. G5ii. The school systematically monitors, evaluates and reviews the premises for biodiversity, energy, and resource use and takes action to reduce its environmental impact and enhance sustainability. G5iii. The school has a dedicated environmental steering group, comprised of a range of stakeholders, including students and those with expertise, who advise governors and/or owners, leaders, staff and students on environmental decision-making.	G5i. How could the school's future plans take into account environmental impact and leading practices in environmental stewardship? G5ii. How could the school make further use of the community and external agencies to enhance its environmental stewardship of the school and its resource use? G5iii. How could the campus be enhanced for biodiversity?

ESSENTIAL QUESTIONS

Use these questions to frame a reflective discussion about the overall effectiveness of the school in this domain. The outcomes of these discussions should provide the basis for the written evaluative commentary.

1. To what extent do stakeholders from the wider community understand and appreciate the purpose and direction of the school, and how do they contribute to its delivery? How can this be improved?

2. How are parents, guardians, carers and other agencies engaged as partners in student well-being and learning? How can this be improved?

3. To what degree are the communications between the school and parents, guardians, and other community members informative, inclusive, timely, appropriate and well understood? Examples include: clarity, languages used, cultural sensitivity, and understanding of their child's education. How can these be improved?

4. Generally, do parents and guardians feel at ease in communicating with the school? How does the school know? What could be done to improve channels of communication and the involvement of the parent body?

5. How does the school foster partnerships with external organisations for the benefit of students? How can these be improved?

6. [For re-accreditation only] How could the school strengthen its community partnerships beyond the Team Evaluation criteria? [Use the future aspirations questions in the rubric below as appropriate.]

RUBRIC

Use the criteria in this rubric to evaluate the school's practice and identify evidence for alignment with the standard at the appropriate stage.

DOMAIN H | *Community and home partnerships*

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
H1. Effective communications foster a productive home-school partnership and a positive learning community. (CORE)	H1i. The school communicates regularly and systematically with parents/guardians about the school's purpose and direction, its operations and the education provided to each individual child enrolled.	H1i. In addition to high-quality communications, the school actively seeks out parent/guardian views and gathers feedback on the education it provides for their child. Consideration is given to these views to improve the school. H1ii. Parents have opportunities to be involved in the life of the school in ways that benefit the students and their learning. H1iii. Parents new to the school are inducted into the school community.	H1i. The quality of communications between school and home enhances student learning and well-being and they are aligned with the school's guiding statements. H1ii. The school systematically seeks feedback from parents, which is then considered and used to develop appropriate actions to improve the school. H1iii. Parents are actively encouraged to be involved in the life of the school in ways that benefit student learning, well-being and global citizenship. H1iv. Parents new to the school are inducted into the school community and feel welcome and included.	H1i. To what extent do parents understand and subscribe to the school's purpose and direction? What could be done to improve the engagement of parents as supporters and champions of the school? H1ii. How well does the school know the cultural context of the parents and how effectively is this considered in methods and styles of communication? H1iii. How could the school, in conjunction with parent organisations associated with the school, foster further inclusion, diversity, equity and anti-racism?
H2. The school establishes partnerships and networks with external organisations and schools, locally and beyond, to enrich the learning opportunities available to the students. These opportunities include service, environmental stewardship, mentoring, internships and the development of leadership capabilities.	H2i. The school is outward-looking and is actively seeking and forming partnerships with the community and external organisations to enrich learning and well-being for staff and students.	H2i. External partnerships are in place to enrich learning opportunities. These enhance learning, well-being and local citizenship for staff and students. The school recognises its role in contributing to the local community.	H2i. External partnerships with the local community and other organisations enrich and deepen student learning, including the development of service and environmental leadership in the local community and, if feasible, beyond regional or national boundaries. H2ii. The school reflects on the impact of the learning experiences that result from external partnerships and service learning. H2iii. The school continually improves these service learning experiences to ensure that they are ethical, sustainable, and have a positive impact on all involved.	H2i. How could the school foster further or deeper relationships with external stakeholders, including alumni, NGOs, business, and other schools, locally and internationally, to enhance learning? H2ii. How could the school evaluate and make a significant impact locally and internationally to enrich learning and leadership opportunities for students? H2iii. How could the school's partnerships improve their contribution to students' understanding of issues related to: • environmental stewardship; • inclusion, diversity, equity and anti-racism; and/or • other matters of significance to the school's community?

Version 2019 updated

⚙ ESSENTIAL QUESTIONS

Use these questions to frame a reflective discussion about the overall effectiveness of the school in this domain. The outcomes of these discussions should provide the basis for the written evaluative commentary.

1. How can the moral, ethical and legal responsibilities of the school, for students living away from their parents/guardians, be improved?

2. To what extent are the physical, cultural, social and emotional well-being needs of students being provided for, monitored, evaluated and enhanced by suitable staff (and volunteers) in the context of boarding and/or homestay?

3. To what extent are boarding and/or homestay students receiving an age-appropriate and purposeful education in line with the guiding statements, and beyond the education which day students receive? How can this be improved?

4. How safe, secure and age-appropriate for the needs of the students are the boarding and/or homestay facilities and their supervision? How can these be improved?

5. How do communications between the school and parents/guardians contribute to the well-being and learning of the boarding and/or homestay students? How can these be improved?

6. [For re-accreditation only] How could the school strengthen its residential services beyond the Team Evaluation criteria? [Use the future aspirations questions in the rubric below as appropriate.]

▦ RUBRIC

Use the criteria in this rubric to evaluate the school's practice and identify evidence for alignment with the standard at the appropriate stage.

DOMAIN I | *Residential services – boarding and/or homestay*

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
I1. Student learning and well-being, in line with the school's purpose and direction, is systematically enhanced by the boarding and/or homestay services provided. (CORE)	I1i. A statement of the school's boarding and/or homestay principles and practice, related to the guiding statements; is available to students, staff and parents; is made known to boarding and/or homestay students; and is implemented in practice. I1ii. There is an appropriate process of induction and guidance for new boarding and/or homestay students and a documented support programme in place for all residential students.	I1i. The guiding statements of the school embrace the needs of boarding and/or homestay students and are regularly reviewed and modified considering the well-being of these students. I1ii. The guidance programme is planned and reviewed to take into account the specific needs of boarding and/or homestay students.	I1i. The guiding statements embrace the needs of boarding and/or homestay students and are regularly reviewed to ensure their ongoing relevance to address and enhance their educational, social and emotional needs. I1ii. The induction and support programmes address the welfare and learning needs of the boarding and/or homestay students, and the students provide feedback on its implementation.	I1i. How could the statement of principles be developed to reflect the changing needs and circumstances of boarding and/or homestay students? I1ii. How should boarding and/or homestay students contribute more to the ongoing development of principles to ensure a safe and enriching residential environment, which is inclusive and promotes diversity equity and anti-racism?
I2. The school's policies and procedures in relation to child safeguarding are appropriate and/or adapted and effectively implemented to meet the needs of boarding and/or homestay students, staff and facilities. (CORE) *These policies set out how the residential services address the following: reporting, managing and recording child safeguarding concerns and allegations of abuse; roles and responsibilities of residential staff, leaders and governors to manage and oversee safeguarding; residential staff training, student education and parental engagement; peer-on-peer harassment and abuse; and online safety. These exceed, where necessary, local regulatory requirements.*	I2i. A policy framework and supporting procedures are in place to address the, safeguarding of residential students and are understood by staff and students.	I2i. The school effectively implements all policies and procedures for the safeguarding of residential students, which are in line with local regulations, as a minimum. I2ii. Record keeping for residential students, incident management, and review is thorough and efficiently organised, in line with local regulations. Records are kept securely and shared only in accordance with written policy.	I2i. Policy and procedures for the safeguarding of residential students are effective and well understood by staff and students, in particular, and these exceed, where necessary, local regulatory requirements. I2ii. Policy and procedures for the safeguarding of residential students are monitored, evaluated and reviewed at least annually with the needs of all students in mind. I2iii. Record-keeping for residential students is secure and well-maintained, and reports of suspected or disclosed abuse and any actions taken by the school are recorded and securely archived, regardless of the outcome.	I2i. How could student voices and the UN Convention on the Rights of the Child (1990) be used to develop and improve policy and practice for boarding and/or homestay students? I2ii. How should any safeguarding concerns from students be acted upon more effectively? How should grievances which involve discrimination or another form of abuse be acted upon more effectively for boarding and/or homestay students?

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
I3. The school provides health and well-being support to residential students, including first aid, medical care, the management of personal and social well-being, crisis and emergency management, and age-appropriate health and well-being education. (CORE)	I3i. The school has appropriate policies and provision for the health care of residential students who are unwell, and for a response in an emergency situation. I3ii. The school promotes physical and mental health, as well as social and emotional well-being of residential students.	I3i. Policies are implemented effectively to support residential students' mental and physical health and well-being. Provision of responsive care is effective and supplemented by health and well-being education specifically for residential students. I3ii. There is adequate 24-hour health-care provision to meet the needs of residential students who are sick or injured, and the facilities include the capacity for appropriate isolation if necessary, including separated toilets and showers.	I3i. Health and well-being matters are monitored and evaluated, and policies, programmes, and practices are revised, improved and implemented to exceed local regulations as necessary. I3ii. Residential students have access to 24-hour emergency health care, which is understood by students, staff and parents and has been improved through reflection on incidents and drills. I3iii. Local medical, dental, optometric and other specialist services are arranged as necessary.	I3i. How should the school improve the support related to the physical and mental health of residential students and their specific needs, as distinct from the needs of day students (if the school has day students)? I3ii. How could the school work in partnership with residential students and with parents/guardians, to ensure students are aware of how to care for their own physical and mental health when they leave school?

Version 2019 updated

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
I4. The number, quality and suitability of residential leaders and staff are all appropriate to supervise and meet the needs of the students and also provide appropriate and effective education in the context of boarding and/or homestay. (CORE)	I4i. There are sufficient experienced and suitably qualified staff to meet the needs of residential students (boarding or homestay), including at least one adult member of staff (responsible for the boarders in each house) sleeping in each residence building at night. Homestay guardians are screened and selected for their suitability and understand their role and accountability. I4ii. The role of spouses, partners, and/or other adult members of households within residences (boarding and/or homestay) is made clear in writing. I4iii. Staff/homestay guardians know the whereabouts of students in their charge at all times, there are policies and procedures in place in relation to students missing at any time, and staff are fully aware of their role in implementing such policies and following set procedures.	I4i. Every staff member, spouse or partner in residence, or volunteer working with students, has a role description reflecting their duties and has signed a code of conduct related to the expectations of the school. They have read and understood safeguarding and child protection policies and have been involved in induction in boarding/homestay work including safeguarding and child protection training. I4ii. All those involved in the care of boarding and/or homestay students, whether directly or indirectly employed by the school, or volunteers (living in the residences as spouses, partners, or other adults present) have been subject to screening and full police and background checks. I4iii. Students are kept aware of who to contact and where to go for help or support when needed, including confidential disclosure.	I4i. Students are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced in all aspects of 24-hour residential care. Homestay guardians understand they are responsible for their homestay students at all times. I4ii. Residential leaders and staff have induction, training and professional development in residential work, and all are trained in safeguarding and child protection appropriate for residential contexts. Homestay guardians undergo annual training. I4iii. Policies and procedures in relation to students missing at any time are regularly reviewed and revised in order that they remain current and effective. All incidents are recorded and reviewed with leadership in order to strengthen supervision, monitoring and security.	I4i. How effectively does the school monitor, evaluate and review the effectiveness of staffing supervision in the context of boarding and/or homestay? How could this review inform professional development and the hiring or retention of staff, or the selection and training of homestay guardians? I4ii. How should the school improve the record-keeping of incidents in order to inform any subsequent investigation into boarding staff or homestay guardians in the future?

Version 2019 updated

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
I5. Residential accommodation and the facilities available to boarding and/or homestay students are suitable and secure for the number, gender, age and needs of the enrolled students and the staff providing care/supervision. (CORE)	I5i. Accommodation for residential students, including homestay, supports well-being and meets all local regulatory requirements. I5ii. Accommodation and security for residential and/or homestay students is suitable for the number, age-range, mobility, and gender mix of the student body. I5iii. There is a regular programme of cleaning, maintenance and inspection to ensure the health and safety of students and staff in residence.	I5i. Accommodation is suitably furnished and of sufficient size for the number, needs and ages of residential students accommodated, with appropriate security, protection and separation between genders and age groups, and accommodation for adults. I5ii. Bathroom facilities and bedding are clean and suitable for the climatic conditions. I5iii. In addition to cleaning and maintenance, there is a regular programme of refurbishment of residential accommodation. I5iv. Suitable accommodations are made for any students with temporary or permanently restricted mobility.	I5i. The sleeping accommodation for boarding and/or homestay students is: secure; clean; well lit; heated/cooled and ventilated; well maintained; well organised and managed; with risk assessments undertaken and the findings acted upon to reduce risk for all students. I5ii. Suitable, clean and well-maintained toilets and washing facilities are readily accessible from the sleeping accommodation and allow for appropriate privacy. I5iii. There is appropriate and supervised accommodation provided for private study and leisure activities outside of regular school hours and for physical, social and emotional purposes. I5iv. In addition to cleaning, maintenance and refurbishment, there is systematic involvement of residential students in improving their facilities and living spaces within the residential setting.	I5i. How could the school improve the regularity and effectiveness of review of the quality of accommodation provided for residential students, against the school's guiding statements, values, and with respect for the students' cultural contexts? I5ii. How could the spaces provided in residential accommodation be improved to enhance the development of independence and life skills?

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
I6. All residential students, including those with special dietary, medical or religious needs, are provided with meals which are adequate in nutrition, quantity, quality, choice and variety.	I6i. The provision of food is adequate in nutrition, quality and quantity. I6ii. The food provided to students takes into account special dietary, medical or religious needs.	I6i. Food and drinks are sufficient in nutrition, quality, quantity, choice and variety, and there is evidence that the residential students are consulted and their views taken into consideration. I6ii. In addition to main meals, residential students have access to drinking water and to food and/or the means of hygienically preparing food at reasonable times. Schools are sensitive to residential students' individual needs in this respect.	I6i. Food and drinks are well regarded by residential students and staff, and provision is sufficient in terms of nutrition, quality and quantity, choice and variety. There is evidence that students are learning about diet and nutrition through this provision. I6ii. In addition to main meals, residential students have access to drinking water and to food and/or the means of hygienically preparing food at reasonable times, in order that they develop life skills and learn about the significance of food in cultures. I6iii. Students with disabilities are provided with appropriate assistance to eat, in a manner which promotes dignity and choice.	I6i. How could the school continually develop the quality of food provided for residential students, to be further in line with the school's guiding statements, values, and with respect for the students' cultural contexts? I6ii. How could the spaces be improved for preparing and eating food to promote students in developing both well-being and life skills?
I7. Communication with parents/guardians is systematic and provides an effective link between home and school to support the learning and the well-being of boarding and/or homestay students.	I7i. The school has systems in place for communicating with students and parents/guardians that provide a supportive link between home and school. 17ii. Specific to the needs of residential students, there are adequate systems in place for addressing health and personal well-being and crisis management.	I7i. The school has effective systems in place for both emergency and routine communication between home and school. I7ii. Residential students are able to contact their parents/guardians and families in private as necessary. I7iii. Each residential student has a choice of staff to whom they can turn for personal guidance or for help with personal well-being.	I7i. Communications systems and procedures are effective, including the use of technology and digital communications, and foster enhanced learning and well-being for both students and parents. I7ii. The school has identified persons, both within and outside school, including staff members or independent counsellors or advisors, who students may contact directly and confidentially about personal well-being or wider well-being concerns, arising from the residential setting.	I7i. How should the school improve policies and systems to monitor and control the use of electronic communications in order to detect abuse, bullying, or unsafe practice by and towards residential students? I7ii. How could the school improve its management of disclosure of abuse by residential students and/or parents and how does it secure the best outcome for the individual victim and incidents in the future?

Standard	Membership Evaluation	Preparatory Evaluation	Team Evaluation	Future Aspirations
I8. Students are being prepared for life beyond school and independence from parents, through the provision of a range of safe and varied leisure and free time activities that match the needs, interests and age of boarding and/or homestay students.	I8i. There is a range of safe and varied leisure and free time activities that provide choice and match the needs of boarding and/or homestay students.	I8i. Residential students are supported in developing independence and self-management skills, which include rest, recreation, and relaxation. I8ii. The programme of suitable leisure and free time activities undertaken by each residential student is monitored for safety, breadth, and balance.	I8i. Residential students are supported in developing independence, through the development of life skills and through an understanding of appropriate and responsible decisions and choices, as they mature. I8ii. Residential students have access to a range and choice of safe recreational spaces, both indoors and outdoors. There are suitable and safe spaces and times where they can rest, relax, and be alone if they wish. I8iii. Residential students have access to local facilities that are appropriate to their age and cultures and also have access to information about events/issues in the world in order to develop their intercultural competencies and understanding of global citizenship.	I8i. How could residential students be encouraged to develop more independence and responsibility as locally and globally-responsible and active citizens? I8ii How could opportunities be improved for residential students to develop their intercultural competencies through interacting with one another, with day students, with organisations, with the local community and with other schools and therefore enhance their understanding of inclusion, diversity, equity and anti-racism?

Version 2019 updated