



Enhanced VbE Quality Mark Audit Tool and Criteria

*Recognising exceptional practice
through
Values-based Education*

School Information	
Name of School/Setting	
Status of School/Setting (Maintained/Academy/Free)	
Postal Address School/Setting	
Email Address of School/Setting	
Telephone Number of School/Setting	
Local Authority/MAT	
Headteacher: Name and Email	
VbE Leader: Name and Email	
Number of Pupils on Roll	
Date of Previous VbE Quality Mark	

What is it?

The VbE Quality Mark is a validation of a school's exceptional practice through Values-based Education. The Enhanced VbE Quality Mark is an even more prestigious award, recognising a more profound and wide-ranging use of values-based education in improving the quality of provision and practice for pupils across the school or setting. It embraces the criteria outlined for the VbE (Standard) Quality Mark but also provides further challenge for those schools that wish to demonstrate unprecedented and leading practice in this field.

Recognition is given through certification by International Values-based Education Trust (IVET).

- **Why do it?**

In addition to the rationale for the VbE Quality Mark, this award is created in order to:

- Acknowledge and celebrate the continuation and further development of outstanding practice as a Values-based school or setting.
- Acknowledge the continuation and furtherance of the school/setting's commitment to values-based education as a transformational approach to schooling and improvement.
- Recognise the school/setting's commitment to high aspirations and to its culture of continuous improvement.
- Recognise the school/setting's commitment to creativity and innovation in the pursuit of excellence for all its pupils.
- Recognise the school/setting as a leader for local or nationally based schools/settings in this field.

Who can apply?

Any school or setting that has met the VbE (Standard) Quality Mark criteria and considers it offers further inspiration and innovation through a values-based philosophy.

Schools in the vanguard of values-based education create and innovate and, in so doing, continuously further the application and impact of this philosophy. The following areas and criteria are therefore intended as a guide to help schools define and audit their practice:

1. A Values-based Ethos.
2. Values-based Pedagogy and Learning
3. Values-based School Improvement
4. Commitment to Working with Disciplines Related to VbE
5. A Commitment to Leading VbE Across School/Community Settings

What will we need to demonstrate?

As an existing exemplary values-based school, you are already meeting the Key Indicators of a values-based school/setting as defined in the VbE International Quality Mark.

In addition to this, you may be able to demonstrate the following:

- A values-based approach is integral to the school's vision, ethos and culture.
- A values-based approach is pivotal to pedagogy and learning.
- A values-based approach is central to an innovative approach to school improvement: the school's leadership is continually searching for ways in which to extend and deepen its impact in improving the quality of provision and practice for pupils across the school or setting.
- The school demonstrates a commitment to working with other values-based pedagogical approaches, including those endorsed by VbE International, such as Philosophy for Children, to deepen its impact.
- The school demonstrates a commitment to working in partnership with other schools to promote and develop a values-based approach locally and/or nationally.

Who will evidence this?

A Values-based school/setting must be recognised by and reflected through each member of the school/setting community:

- The Headteacher
- The Values Coordinator
- Staff
- Pupils
- Governors
- Parents
- Visitors

How can we evidence our work?

There are many ways to evidence your commitment to values-based education and its impact in your school. Here are some suggestions:

- Displays
- Photographs
- Website
- Children's work.
- School Self Evaluation
- Curriculum plans
- Lesson plans
- OFSTED, SIAMS and other external monitoring reports.
- School Development Plan/SEF.
- Staff Meeting minutes.
- Values Policy or statement
- School prospectus.
- Home-School policy.
- Details of Values-based events.
- Examples of newsletters.
- References from minutes of governing body meetings.
- Evidence of family learning activities.
- Parent questionnaire responses.
- Home-School Partnership Agreement.
- Evidence of monitoring procedures.
- Discussion with pupils, staff, governors and parents.
- DVDs of school events such as assemblies.

What is the process of application?

- Contact the VbE office (info@valuesbasededucation.com) or (+44) 01628 660665)
- The office will ask a VbE Quality Mark Assessor to contact you.
- Complete the VbE Enhance QM Audit Tool.
- Send the Audit Tool to your Values Quality Mark assessor.
- Arrange school/setting validation visit.
- Confirmation of award or ways forward to achieving the award.
- Review the award on a yearly basis.

How much will it cost?

The only cost to the school/setting is for a validation visit by a Values-based Education Accredited Assessor, which is £600 plus costs. *

How long will the award last?

The award lasts for 4 years, after which the school/setting reapplies.

How to complete the form

Read the criteria carefully.

Under the Possible Evidence column make brief notes on how you meet the criteria.

Keep relevant evidence in a portfolio of evidence to show to your Values Quality Mark assessor. To ease workload, keep this to a minimum, only including items which are not on the website or displayed around the school.

Your Values Quality Mark assessor will spend up to a day with you discussing with you the audit and evidence that you choose to present. Please remember that the listed evidence in each section is a suggestion only and that additional or different forms of evidence may well be valuable.

* The fee for Dr Hawkes may be more.

* Costs are for travel and accommodation if necessary.

* A bursary may be available to schools who can show severe financial hardship

* Cost for International Schools are priced on a case by case basis.

1. A Values-based Ethos

Criteria in addition to the standard VbE Quality Mark	Possible Evidence
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<ul style="list-style-type: none"> • Pupils, staff, parents and governors review and reconsider the school/setting's chosen values, including (if in England) the British Values and, where appropriate, develop these into new themes. • The values-based education approach is readily and widely articulated and evident in the ethos, curriculum and general work of the school. • All staff have regular high quality professional development opportunities to further their values-based education approach. • Every step is taken to ensure that no adult or pupil is inadvertently marginalised through the structures and routines of the school. Each person is valued for his or her intrinsic value. • The school community understands that thinking about and living universally held, positive human values affects consciousness; leading to the expression of 'super' values such as altruism and wisdom, which transform human behaviour and potentially society. • The school/setting works in partnership with parents, community and external organisations to promote this approach in every aspect of its work. 	<ul style="list-style-type: none"> • Minutes of staff meetings • Minutes of Governor meetings • Records of CPD • School Improvement Plan • OFSTED Report • SIAMS Report • Displays of children's work • Reward/award systems/certificates • Interviews with staff, pupils, governors and parents • Staff, parent and pupil questionnaires • Values Policy • Photographs
School's Comments	

2. Values-based Pedagogy and Learning	
Criteria in addition to the standard VbE Quality Mark	Possible Evidence
<ul style="list-style-type: none"> • Pupils and staff regularly engage in reflective practices 	<ul style="list-style-type: none"> • Interviews with staff, pupils, governors

<p>to develop their internal worlds - the 'inner curriculum'. Emphasis is given to the development and nourishment of Self-energy that nourishes Self-leadership.</p> <ul style="list-style-type: none"> • School culture is assessed to ensure it is consistent with VbE. • The curriculum is values-language rich; pupils and staff use it comfortably and widely across the curriculum. • Pupils are regularly involved in peer-interactive strategies and co-operative learning to enhance and deepen their cognitive and emotional understanding. • Establishing good interpersonal relationships is central to VbE. Adult-pupil and pupil-pupil affirmation is abundant. • Pupils are actively encouraged to engage with moral dilemmas and the curriculum actively fosters the development of moral reasoning. • Pupils are actively encouraged to engage in altruistic acts of compassion and be of service to others, both in outlook and action. 	<p>and parents</p> <ul style="list-style-type: none"> • Curriculum planning • Pupil's work • Case Studies • Staff, parent, and pupil questionnaires • Displays/photograph
School's Comments	

3. Values-based School Improvement	
Criteria in addition to the standard VbE Quality Mark	Possible Evidence
<ul style="list-style-type: none"> • The school/setting's self-evaluation has identified areas for enhancement which are addressed through a value-based approach to improvement. • It adopts a consistent philosophy for all its work and can detail how this approach is borne out in areas it has identified for development. • Well-being – including physical, mental, and emotional health - for pupils and adults is central to the school's ethos and practices. 	<ul style="list-style-type: none"> • Interviews with staff and pupils • Examples of planning/impact of innovation areas • Case studies • OFSTED/SIAMS report
School's Comments	

4. Commitment to Working with Disciplines Related to VbE

Criteria in addition to the standard VbE Quality Mark	Possible Evidence
<ul style="list-style-type: none"> The school/setting actively fosters a focus on values-based links between subjects, helping pupils to understand the values generated by different areas of study, and reflect upon the potential for each area of academic study to grow human wisdom, and encourage altruism. The school/setting's self-evaluation processes have identified where working in combination with other disciplines, including those endorsed by Values-based Education (e.g. Philosophy for Children; Mental Health groups, Emotional Literacy) can enhance the experience and development of individuals, groups or all its pupils. The school/setting's leadership is outward-looking and adopts a discerning approach to embracing strategies and disciplines consistent with the school's values-based ethos. 	<ul style="list-style-type: none"> Discussion with headteacher/Values leader Case Studies School/Setting Development Plan Lesson Observations/monitoring records Pupil testimony
School's Comments	

5. A Commitment to Leading VbE Across School/Community Settings

Criteria in addition to the standard VbE Quality Mark	Possible Evidence
<ul style="list-style-type: none"> The school/setting is able and willing to be an exemplar for other schools in values-based education. It sees itself as an ambassador for this approach. The school/setting leads training for other schools/settings in values-based education. The school/setting is pro-active in sharing its values-based approach with its local community and other external agencies. The school/setting is able to share resources and ideas it has developed and/or innovated through the VbE website, www.valuesbasededucation.com The school/setting is able to compile a case study of effective values-based practice to be shared nationally and internationally. 	<ul style="list-style-type: none"> Displays Photographs Website DVDs Prospectus Newsletters
School's Comments	



Thank you for completing this Enhanced Values Quality Mark audit tool.

It is hoped that it has been a valuable activity for your organisation.

Please contact info@valuesbasededucation.com to take the next step towards accreditation.

The small print:

The Enhanced Quality Mark acknowledges and celebrates an organisation's successful engagement with values-based principles. It is a valuable tool to communicate the organisation's status to students, staff, parents, governors and inspecting bodies. The certification is valid for a four-year period on the basis of the school's continued excellence in its values-based approach. During the certification period, where the quality of the organisation's values-based approach becomes materially compromised, we reserve the right to re-evaluate the school's approach to VbE and, where appropriate, withdraw the certification.