**Portsmouth Inclusive Education Quality Mark**

**Objectives and their related strands linked to:**

**Standard 8 –** Participation of Students & Young People

**Overview of all Standards**

**Standard 1 –** Welcoming School and Ethos (includes access & environment)

**Standard 2 –** Leadership and Management

**Standard 3 –** Behaviour and Safeguarding

**Standard 4 –** Curriculum and Opportunities

**Standard 5 –** Social & Emotional Health & Well-Being

**Standard 6 –** Teaching and Learning

**Standard 7 –** Monitoring Progress and Attainment

**Standard 8 –** Participation of Students & Young People

**Standard 9 –** Partnership with Stakeholders (Families, Governors,Community)

**Standard 10 –** Transition

**Standard 8 – Participation of Students & Young People**

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| **8.1 The extent to which students are provided with a voice.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school has policies and procedures in place to ensure that all students have opportunities to participate in decision-making processes.  The school has a school council to enable students to decide on developments within the setting. | Members of staff are identified as having key roles to ensure that the participation of students is considered individually, strategically and holistically.  All staff are aware of the policies and procedures for participation of students, understand the benefits and have the necessary knowledge and skills to promote a participative environment.  The school is aware how it can access professionals in Health, Social Care and the voluntary and independent sector.  There are a variety of opportunities for students to participate in school life and a range of different ways that they can contribute their views and suggestions. | Students are involved in a wide range of decision-making processes that affect their lives, with involvement increasing as they age and mature.  Students are spoken to by Governors either as part of a Governor's meeting or as part of a governor audit.  Students are consulted and included in planning, implementing and reviewing policies and processes for improvement around the school and are able to actively contribute through ideas and initiatives.  The school uses a range of devices to hear the voice of its students. |

**Standard 8 – Participation of Students & Young People**

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| **8.2 How the school uses the links with the local community.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school has audited the resources available within the local and wider community. | The school has links within the local community and these are used to enhance the provision within the school. | Outside speakers lead assemblies or lead workshops across the school.  There are links with local and wider clubs and organisations.  The school is involved in community life and vice versa The community involvement is planned into the curriculum  E.g. Carnivals, fayres, local religious groups. |

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| **8.3 The extent to which extra activities are used to enhance learning opportunities for all.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school has a range of extra-curricular activities available. | There is additional support provided for which cater for vulnerable students, such as those with social, communication difficulties.  E.g. Structured lunch clubs. | Most extra-curricular opportunities are free at source.  At least 50% of the students, including vulnerable students, within the school have attended an extra-curricular activity. |

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| **8.4 How a range of roles and responsibilities are provided for the students within the school.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| A range of student roles such as monitors and prefects are used within the school. | Students are clear about why they are being asked to participate, have a choice to take part, and know what happens as a result of their involvement at all levels.  Students have roles and responsibilities within their base classrooms as well as in other areas of the school. | Students have the opportunity to evaluate the effectiveness of their participation using a structured and measured approach.  There are opportunities for peer support such as playground buddies, peer mediators and peer mentors.  Students facilitate restorative approaches with their peers. |

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| **8.5 How students are involved within the learning process.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Learning objectives and success criteria are shared with students. | Students' opinions and ideas are used to develop the curriculum and areas of learning. | Students are consulted with on the content of the curriculum.  Parents/carers are given opportunities to work alongside their children. |

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| **8.6 The extent to which home learning is used to develop the student’s skills and knowledge.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school has a homework/home learning policy.  Homework/home learning is linked to the different curriculum/topic areas in each year group. | Homework is clearly differentiated so that it is accessible to all students  The school supports students to complete home learning. | A majority of the students return homework within the given timescales.  Homework opportunities go beyond spellings and reading.  Home learning outcomes are displayed and celebrated across the school.  Parents and pupils are engaged with homework, see the benefits of it and the impact it has on learning. |

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| **8.7 The extent to which achievements are celebrated across the school.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Success and achievements are celebrated.  E.g. Through assemblies, newsletters, the school website and social media. | Systems and procedures for celebrating achievements and learning are highlighted within the Behaviour Policy.  These achievements are displayed across the school.  Individual achievements are regularly shared with parents. | Systems and procedures to celebrate achievements are consistently used across the school.  Regular events, such as weekly celebration assemblies are used to share successes from both school and external opportunities.  Parents/carers form part of the celebration of achievements. |

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| **8.8 How the school uses identified members of staff to support groups within the school e.g. Designated LAC lead or Designated lead for adopted children.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school has an identified member of staff for different groups. They are clear about their role.  E.g. Looked After or Pupil Premium students, lead link/primary pastoral and behaviour specialist leads and well-being leads. | The school works with external agencies to review and develop plans for different groups within the school.  The school is well engaged with networks within the locality and across the city.  Identified staff are well trained in their role.  The identified member of staff receives regular training and attends relevant network meetings to ensure they keep up to date with national and local initiatives. | Staff feedback from network meetings to their colleagues and this informs strategic planning.  Staff working with vulnerable students receive regular supervision.  A member of staff attends the Portsmouth Inclusion Conference each year and feeds back to staff. |

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| **8.9 The extent to which the school supports and encourages attainment.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| All staff receive regular training to ensure at least good teaching.  The teacher ensures that the students are able to participate actively in lessons. | The school seeks engagement through a broad and balanced curriculum for all students.  The teacher engages with students such that they take responsibility for their own learning. | All teaching is at least good so that all groups make expected progress.  The school provides opportunities for the students to work with other year groups to reinforce learning experiences. |