

The seven elements and progression through the awards

	Eco-School Award level		
The Seven Elements	Bronze	Silver	Green Flag
Action team	The school has identified an Action Team which has met on at least two occasions.	The school has identified an Action Team which has met on at least four occasions. The Action Team includes a parent and/or governor representative.	The school has identified an Action Team which has met on at least six occasions. The Action Team has the support of a parent and/or governor. Pupils take significant responsibility for the running of the Action Team.
Environmental review	The Action Team has completed a formal Environmental Review.	The Action Team has completed a formal Environmental Review and has recorded the results.	The school has completed a formal Environmental Review, recorded the results and undertaken a follow-up review.
Action plan	The Action Team has produced a basic Action Plan and shared the plan with the rest of the school community.	The Action Team has produced a detailed Action Plan (including timescales and targets) and shared the plan with the rest of the school community.	The school has produced a detailed Action Plan, including timescales and targets, shared the plan with the school community and updated it based upon the follow-up review.
Eco-Code		The school has agreed, adopted and displayed an 'Eco-Code'.	The school has an agreed, adopted and displayed Eco-Code.
Whole school and wider community	The school has a prominent, designated noticeboard, web pages or newsletter which details Eco-Schools activities.	The school has a prominent, designated noticeboard, web pages or newsletter which details Eco-Schools activities.	The school has a prominent, designated noticeboard, web pages or newsletter which details Eco-Schools activities. Eco-Schools activities are reported in assemblies and at governors' meetings, as well as being regularly communicated to parents and the wider community.
		The school can identify progress towards one large-scale project and indicate involvement with two others. 'Identify progress' means that the school has an understanding of the project topic and recognises its importance to sustainable development within the school environment and the wider community.	The school has identified substantial progress towards one large-scale project and indicated involvement with two others. 'Identified substantial progress' means that the school has an understanding of the project topic, recognises its importance to sustainable development within the school environment and wider community and has implemented change.
		The school has informed parents and the wider community about the work being undertaken by the school in relation to Eco-Schools.	The school has shared good practice with other schools who wish to join the Eco-Schools programme.
Linking to the curriculum	The school can indicate that some environmental issues have been covered within curriculum work.	The school can indicate that some environmental issues have been covered within curriculum work in most year groups.	The school can indicate that environmental issues have been covered in at least three curriculum areas by most year groups.
Monitor & Evaluate	The Action Team can identify progress towards achieving elements of the Action Plan.	The Action Team can demonstrate progress towards achieving at least two elements of the Action Plan.	The school has identified progress towards achieving most targets in the Action Plan.
			The school has obtained physical evidence of their progress, including data collection and analysis (graphs, etc).
			The school is mainly litter-free. Assessors visiting a school will pass schools that achieve a Grade B or above for litter. For guidance on grades, download the litter guidance sheet (1.87mb pdf)