

MARISH

ACADEMY TRUST



International Dimension Policy

Date: November 20

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1. Introduction

At Marish Academy Trust we recognise that development of pupils' spirituality, sociability and culture plays a significant part in their ability to learn and achieve. Through the introduction of an international focus in our curriculum, we are able to offer our children a range of experiences that will enhance their national and international identity.

Intent, implementation and impact of the international dimension policy

This global dimension in our curriculum will be reflected in the attitudes and values of our children, our staff and our Trust community(intent).

To implement this, we insure our curriculum is diverse with an array of international focused activities imbedded in daily life; weekly MFL lessons and international partnerships with schools across the world (implementation).

Through the delivery of our international curriculum it is clear to see the impact: our students are nurtured to become responsible, international minded and well-rounded pupils who are ready to embrace the challenges of a fast-moving and global world of the 21st century; our Trust takes pride in our community and capitalises on its diversity (impact).

2. Aims

- To provide an informed awareness of countries, cultures and languages other than our own.
- To increase children's respect of their own culture and that of others and to understand core British values.
- To help children develop an interest in others' way of doing things and curiosity about differences.
- To help pupils' challenge stereotypes and become well- rounded citizens.
- To promote the use of ICT in meaningful context for the development of communication skills.
- To provide an added opportunity for the promotion of equal opportunities, racial equalities, community cohesion and citizenship.
- To develop a variety of global learning partnerships and links with school in Europe and the rest of the world.
- To work towards achieving the full International School Award (ISA)

3. Curriculum

The international and cultural education is planned for within each year group from Reception to Year 6 each term and is embedded in the curriculum rather than being isolated on- off type of activities. This planning is based upon the above aims and uses the following eight key concepts:

- ☐ Diversity
- ☐ Conflict resolution
- ☐ Human Rights
- ☐ Interdependence
- ☐ Social Justice
- ☐ Sustainable development
- ☐ Values and perceptions

4. Delivery of the curriculum

Class teachers are responsible for embedding international learning activities in the curriculum. These activities form an integral part of the lessons and are designed to enrich the Trust's curriculum planned and delivered by class teachers.

5. Inclusion

At Marish Academy Trust we aim to provide equality of opportunity for all pupils whatever their age, ability, gender, race or background. We want all our pupils to achieve their full potential during their time with us. As such, teachers work to ensure that our expectations, attitudes and practices enable all pupils to reach their potential.

6. Equal opportunities and EAL

The international learning, embedded in our lessons, provides all pupils with EAL with opportunities to achieve. When appropriate, activities are differentiated so that all learners can access the curriculum. Pupils with EAL are encouraged to share and celebrate their own language and culture during lessons, and vocalise links they may identify between their first language, home culture and the core British values as well as the different languages and cultures explored in lessons.

7. Special Educational Needs and Disabilities

The international activities incorporated in our curriculum should increase pupils' enjoyment for their learning. Well prepared, stimulating international activities aim to increase motivation and self-belief. Any pupil with Special Educational Needs and Disabilities is encouraged to fully participate in lessons through well managed group work, which allows children to collaborate and support each other. Teachers are prepared to adapt activities or give extra help where needed. In many cases the actions necessary to respond to an individual child's requirements for curriculum access will be met through greater differentiation of tasks and learning materials.

8. ICT

Whenever appropriate, ICT is used to enhance the international learning activities. Pupils will be provided with opportunities to develop and apply their ICT skills and knowledge to support their learning. They will use the internet selectively to find information, take part in whole class Skype video calls and e-mail to communicate with people in other countries.

9. Role of the International Dimension Coordinator

- ☐ Taking an overall responsibility for successfully applying for the International School Award.
- ☐ Conducting an annual audit outlining the Trust's action plan for developing an International Dimension.
- ☐ Contributing towards a school policy statement on the International Dimension.
- ☐ Developing an International dimension throughout the Trust by helping colleagues develop cross-curricular projects within each year group.
- ☐ Helping the Trust to celebrate the rich and diverse cultural heritage and ethnic diversity within both schools through the assemblies, international days/ weeks, etc.
- ☐ Planning for the International Dimension by liaising with all staff.
- ☐ Evaluating regularly the impact of international activities.
- ☐ Developing and maintaining resources to promote the International Dimension.
- ☐ Developing, monitoring and supporting global school links.
- ☐ To liaise with and support visitors from other countries.
- ☐ To be aware of LEA initiatives to promote the International Dimension and work alongside them in the development of an international dimension.

Signed by	Date
International Coordinator:	
Head teacher:	
Governor:	