

International Policy

1. INTRODUCTION

Much of our International Policy is inspired by “Putting the World into World – Class Education” DfES 2004.

2. WE BELIEVE

Our Christian Vision drives the whole ethos of our school, providing every child with a happy, caring, and positive learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability race or gender.

We believe our pupils, staff and parents need to understand the world in which we live: the values and culture of different societies; the ways in which we are increasingly dependent upon one another; and the ways in which we all, as global citizens, can influence and shape the changes in the global economy, environment and society of which we are part. As a result, protecting the ultimate creation.

‘For by him all things were created, in heaven and on earth, visible and invisible, whether thrones or dominions or rulers or authorities—all things were created through him and for him.’ Colossians 1:16

3. BENCHMARKING

As a school we need to benchmark our teaching, learning and systems measuring ourselves against those of other nations and matching them. Not simply in terms of measures of attainment but understanding how other countries have tackled educational problems and the challenges of supporting children and their families. We recognise that we may have much to learn from elsewhere. Benchmarking also means being a global partner. Our education system has a tremendous reputation overseas. We can and should be collaborating for mutual benefit in the hope that not only Woodmansey pupils but all people across the world will have the educational opportunities, the family support and the skills development that enable them to participate fully in a global society.

4. AIMS

We need to equip our children, young people and adults for life and work in a global economy.

We aim to:

- Equip our children for life in a global society and work in a global economy.



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- Instil a strong global dimension into the learning experience of all our children.
- Introduce our pupils to other languages.
- Ensure pupils, parents and staff, view the teaching of Modern Foreign Languages and engagement with other cultures as a positive, enjoyable and worthwhile thing to do.
- To build strong Community Cohesion both locally, nationally and globally.

We need to

- Engage with international partners to help us to achieve their goals and ours. To do this we need to develop partnerships with other schools and world churches.
- Benchmark our own performance against world-class standards, drawing on best practice.
- Develop our capacity to engage with a wide range of partners across the world.
- Share expertise and resources in support of the improvement of education in our own school and partner schools internationally.
- Use ICT in a creative and innovative manner to support our goals

5. THE INTERNATIONAL REALITY AND CONTEXT FOR OUR WORK

- a) We live in one world. What we do affects others, and what others do affects us, as never before. We recognise that we are all members of a world community and that we have responsibilities to each other. This is not romantic rhetoric, but modern economic and social reality.
- b) We should aim to benefit from the unique position the United Kingdom occupies in this world: at the heart of the Commonwealth, deeply linked by language and other ties to the USA, a core member of the UN and of its constituent agencies, and an active participant in many other international bodies.
- c) To work closely with our friends in Europe. We recognise that we have a vital role to play in building bridges and securing cooperation with the nations of the Europe. It is vital that following the decision to leave the European Union, we strive to build understanding and friendship with our European partners, for the future well-being of our societies and the future security of all our young people.
- d) Globalisation is a modern-day reality. It is our responsibility to prepare our young people for life and work in the 21st Century. To meet this first goal, we therefore must
 - i. Instil a strong global dimension into the learning experience of all children and young people.
 - ii. Transform our capability to speak and use other languages.

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6. ENSURING COMMUNITY COHESION

Instilling a global dimension into the learning experience of all children and young people, is a key responsibility of the school. Our view is that all who live in a global society need an understanding of the eight key concepts below.

1. **Citizenship, identity and belonging**
Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active, responsible global citizens.
2. **Social Justice, fairness and equality**
Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.
3. **Sustainable living and development** Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations
4. **Diversity** Understanding and respecting differences, and relating these to our common humanity
5. **Values and perceptions** Developing a critical evaluation of images of other parts of the world and an appreciation of the effect these have on people's attitudes and values
6. **Interdependence** Understanding how people, places, economies and environments are all inextricably interrelated, and that events have repercussions on a global scale
7. **Conflict resolution and peace** Understanding how conflicts are a barrier to development and why there is a need for their resolution and the promotion of harmony
8. **Rights and Responsibilities** Knowing about human rights and, in particular the UN Convention on the Rights of the Child

We promote the inclusion of these concepts in the learning experience of our children. They should permeate every subject of the National Curriculum. We are keen to develop curriculum linkages that have the potential to promote an understanding of global citizenship. We recognise the value of striving for the International School Award as a means of driving this agenda forward and for sustaining the continuing development of the International Dimension across the life of the school.

7. OUR LANGUAGES OFFER

Current foreign language uptake at secondary level is at an all-time low so the responsibility for primary schools to develop a love of language and curiosity of different cultures could never be more important.

As a result, the Languages coordinator teaches in tandem each class every other week. This is to ensure progression and the rapid development of all teachers' and



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Teaching Assistant's skills. The class teacher maintains the work in the second week. The teaching of Languages is by immersion in the language and through full active participation. The process follows the school's focus on Accelerated Learning in Teaching. In addition, class teachers are expected to use the target language wherever possible in the teaching of other subjects, incidental activities and where possible to conduct parts of lessons / activities in the target language.

8. INTERNATIONAL PARTNERSHIPS

Engaging with international partners to achieve their goals and ours.

It is both right and in our own interest that we should seek to learn from others, share ideas and experience, and collaborate to raise the standards of teaching and learning for our children. In pursuing this goal, our priorities are:

- To benchmark our own performance against world-class standards, drawing on best practice everywhere.
- To extend our church links globally to enhance our understanding of religion worldwide.
- To develop our capacity to engage strategically with a wide range of partner schools across the world.
- To share expertise and resources to contribute to the improvement of education in the developing world.

9. DEVELOPING OUR CAPACITY TO ENGAGE STRATEGICALLY WITH A WIDE RANGE OF PARTNERS

We aim to develop an increasing number of partnerships with schools in other countries. We have established successful links with schools in Bremerhaven and Lemgo in Germany and we aim to build significantly on these.

We promote:

- a. E-mail links
- b. International Projects including My Life in a Box, Y5/Y6.
- c. The creation of real reasons for learning Modern Foreign Languages
- d. The creation of curriculum links and resources
- e. The development of professional dialogue
- f. The use and development of ICT skills
- g. The enhancement of our Citizenship Curriculum
- h. The development of bonds of friendship
- i. Leading to the overarching target of Community Cohesion

Within the context of the above we are open to fostering professional International links for staff at the school and to be open towards International exchanges.



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Of huge significance is a need to develop an appreciation of multi-cultural Britain, (which is not particularly evident in our community) to rejoice, learn, share and experience the cultural wealth of Britain today.

10. STRATEGIC PLANNING

- Securing the teaching of Modern Foreign Languages
- Maintain the International Dimension within the School Improvement Plan
- Securing a long-term future of school links in Europe and beyond
- Benefiting from professional relationships with colleagues in schools abroad to the mutual benefit of all staff
- Make strong relationships through global church links.
- Supporting a school in a developing nation
- Achieving the full International School Award
- Profiting across the curriculum from the International Dimension.
- Achieving funding for the development of international links and initiatives
- Developing ICT skills of staff and pupils to enhance the International Dimension
- Working on projects supported by the British Council.
- Fully resourcing the International Dimension at Woodmansey CE Primary School
- Using Arts funding to enable International and culturally diverse groups and individuals to work in school with our pupils.

11. EQUAL OPPORTUNITY

Every child has equal opportunity to engage in the International Dimension of the Curriculum, Inclusion being central to the values of the school.

This area of the Curriculum also has the additional benefit of being able to demonstrate explicitly the equality of humanity from all cultures and traditions and to demonstrate the wealth of experiences, from which we can all share and learn.