

THE LEYS PRIMARY & NURSERY SCHOOL

International Policy

Learn - Empower - Take Action

Introduction:

At The Leys Primary & Nursery School, we are passionate about helping our children develop an international mind-set alongside an awareness of their own local identity. We strive to provide them with the knowledge and skills that will enable them to play an active role in their community whilst also working internationally to help create the kind of world they would want to live in. This global dimension is reflected in the attitudes and values of our pupils, staff and school community.

Aims:

The aims of the school are to encourage and develop an international dimension in all appropriate areas of school life. This is facilitated through the use of the United Nations' Sustainable Development Goals (SDGs) framework which is a helpful tool for enhancing curriculum subjects and engaging the whole school community. The SDGs also lend themselves well for collaborating with other groups to consider the relationship between the local and the global.

This approach will help our children to:

- Be aware of the wider world and have a sense of their own role as global citizens
- Have an understanding of how the world works
- Respect and values diversity
- Be passionately committed to social justice
- Participate in the community at a range of levels, from the local to the global
- Work with others to make the world a more equitable and sustainable place
- Take responsibility for their actions.

Objectives:

In order to achieve our aims we will:

- Ensure an international dimension is embedded throughout the school curriculum
- Plan programmes and lessons so that on a regular basis our children have the opportunity to discuss, develop and engage with international issues and related activities
- Develop staff understanding of global citizenship and participatory and critical approaches
- Taking a leading role in the British Council's Connecting Classrooms through Global Learning programme
- Work towards achieving the International Schools Award
- Establish meaningful connections with international schools
- Develop ways to engage our local community using global citizenship and invite community members to related events.

Outcomes:

By having an international dimension as part of our ethos, we can provide our children and staff with a wider variety of experiences both within and in addition to the National Curriculum. As a result of implementing this policy we would expect that our children:

- Can make sense of the diverse world and local communities in which they live; and feel empowered to participate in and have a say in decisions that affect them both whilst at school and as life-long learners
- Respect, accept, understand and show a positive attitude towards different cultures, peoples, countries and lifestyles
- Will have made significant contacts with other countries and cultures
- Will have a rich international experience in every subject they study

APPENDIX

International School Award – Accreditation level criteria

Schools applying for the Accreditation level of the International School Award will have embedded international learning across the school and curriculum teaching.

It is ideal for schools that:

- work with international partner(s) on a range of projects throughout the academic year,
- are embedding an international ethos and work across the whole school,
- share educational practice with partner(s) in other countries and implement changes across the school.

This level involves schools demonstrating their commitment to international education throughout the entire school, involving clear plans of activity and impact assessments to develop the quality of international education at your school.

Application requirements

Schools must submit a plan to complete over the academic year. It must include:

- seven curriculum-based international activities,
- three activities must be completed in partnership with partner schools in other countries.
- one activity must contain a foreign language element, connected to the learning about the culture of another country.
- you must demonstrate elements of cultural exchange in activities,
- activities should be spread throughout the academic year and cover a range of subjects,
- the majority of students, across various age ranges have participated in activities. Do not limit involvement of students to a single year group,

Schools will also need to submit an Impact Evaluation at the end of the academic year. It must demonstrate the impact of the activities on learners, teachers and the community.

Expectations for each phase of the school:

Wherever possible, a link is made with the Sustainable Development Goals, in existing lesson plans and captured in the long-term plans for each year group.

This link should also be identified in the subject sheets that are placed in pupil books for each unit of work along with stickers which highlight the specific SDG(s) that have been addressed in individual lessons.

EYFS

Over the course of the academic year, a minimum of one SDG-themed activity to be completed in collaboration with an international partner school.

KS1

Over the course of the academic year, a minimum of two SDG-themed activities to be completed in collaboration with international partner schools.

LKS2

Over the course of the academic year, a minimum of two SDG-themed activities to be completed in collaboration with international partner schools.

UKS2

Over the course of the academic year, a minimum of two SDG-themed activities to be completed in collaboration with international partner schools.