



International Dimension Policy

Policy Creation & Review	
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Ellen Wilkinson Primary School INTERNATIONAL DIMENSION POLICY

1. Statement of purpose

All children have a right to a stimulating and enjoyable education which is broad, balanced and relevant, taking individual differences into account. Learning at EWPS is planned to ensure this, along with progression and continuity whilst meeting the requirements of the National Curriculum. Learning occurs through both subject specific and cross-curricular lessons.

International learning is firmly embedded across our school and curriculum. We are able to offer our pupils a range of experiences that will enhance learning and raise their awareness of their national and international identity.

As a school, we recognise that global issues are increasingly important to our children who live in a world where economies are increasingly interdependent and global communication a daily reality. Pupils have increased access to the internet, opportunities to travel, and access to worldwide news and events as they happen. The opportunities in our fast-changing 'globalised' world offer are immense but there are also many challenges.

As a school we have the responsibility to prepare our pupils for their role as Global Citizens. We are committed to providing our children with the knowledge, skills and values they need in order to embrace the opportunities and challenges they encounter, and to create the kind of world they want to live in.

1.1 Aims

To enable our students to know more about global issues and to:

- celebrate the rich and diverse heritage represented in our school, and local and national communities.
- respect and value different cultures and beliefs
- enjoy regular contact with students and adults living in different countries in order to achieve our joint educational goals
- understand that decisions and actions taken individually and locally have an impact globally, including those related to the environment
- prepare students for life in a diverse global society and work in a competitive global economy
- share educational practice with partners in other countries and implement changes across the school.
- disseminating good practice as well as mentoring and supporting local partner schools with international dimension activities.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Our curriculum vision add new grid

In order to achieve our vision of 'Learning to Grow and Succeed Together', we use our core values to enable our children to:

- Have dreams, values and ambitions and the life skills to fulfil their potential**
- Know how to learn and have skills and knowledge for life**
- Be independent, self-motivated and self-confident**
- Be successful by learning from mistakes, accepting failure and having the determination to try again**
- Stand up for themselves whilst respecting the ideals of others**
- Understand that they can make a difference in an imperfect world, and have sound values to build a life on**
- Attain highly across the curriculum in order to have the best possible life chances and opportunities**

3.1 Making our vision and values a reality

At EWPS our curriculum is based around a set of golden absolutes to help us make our vision and values a reality. These were created after consultation with pupils, parents, governors, staff so that we truly reflect the needs, interests and aspirations of the community we serve.

These golden absolutes are a curriculum that:

- Enable children to be aspirational and prepared for life in the 21st century**
- Promotes enjoyment, creativity, critical thinking and a fascination for learning**
- Provides appropriate challenge and expectation to ensure high quality outcomes**
- Nurtures the mental, physical and emotional wellbeing of every child**
- Supports children to be effective and confident communicators**
- Encourages collaboration, teamwork and mutual respect**
- Provides a meaningful context for learning that reflects local needs and community**
- Broadens horizons locally, nationally and globally**
- Promotes a social conscience that reflects British Values**
- Provides access for all**

4. Roles and responsibilities

4.1 The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Governing Body will also ensure that:

- Development of the International Dimension is considered as part of the robust framework is in place for setting curriculum priorities and aspirational targets.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- It participates actively in decision-making about the breadth and balance of the curriculum.

Please note that much of this work is conducted through the Curriculum & Standards Committee of the Governing Body

4.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

4.3 International Dimension Leaders (Global Lead and Equality & Diversity Lead)

The International Dimension Lead(s) oversee the school's international work and identifies opportunities to develop global dimensions.

They:

- Develop and manage a policy and action plan for the provision of opportunities to develop cultural capital and skills for pupils.
- Promote the school's international work throughout the school, wider community and local community.
- Audit the current curriculum and identify opportunities to develop international dimensions.

- Celebrate international events and cultural heritage through assemblies, international days, enrichment activities, school trips etc.
- Work with other curriculum leads to ensure that the international dimension continues to be enhanced throughout our curriculum area
- Support continuous professional development opportunities for teachers to understand how to address global issues and support global citizenship in school.
- Explore international approaches to teaching and pedagogy & collaborate with international colleagues to share new ideas and techniques.

5. Organisation and planning

Part of our curriculum vision is for children to understand their rights and responsibilities as global citizens. In order to do this the following five strands are woven into our big question curriculum.

- Globalisation and interdependence
- Sustainable development
- Peace and conflict
- Human rights
- Power and governance

5.1 Establishing international links with schools (& professional development organisations) in other countries

We aim to:

- Develop long-term relationships with schools elsewhere in the world
- Deliver peer-to-peer interaction sessions and provide regular enrichment activities to learn about partner schools.
- Deliver collaborative curriculum-based work with partner schools.
- Continuous professional development to exchange pedagogy.

5.2 Cultural Capital

Building cultural capital is essential to developing well-rounded students who are prepared for the world of tomorrow.

We aim to:

- Develop key skills, knowledge and values to raise cultural awareness and break down any misconceptions or cultural barriers.
- Enhance the experiences and opportunities available to all students to develop their cultural capital.
- Embed cultural capital within the framework of the learning.
- Support cultural capital in SMSC development.
- Foster an ethos promoting cultural diversity.
- Use this to support our commitment to Equity in Diversity

5.3 Planning

5.3.1 Long term planning

This takes two main forms.

- Unit overviews** detail the topics/themes covered in each year group in each quarter. This includes reference to any schemes of work units being used.
- Progression grids** are used to ensure statutory coverage and provide detailed breakdown of skills and knowledge in all subject areas across all year groups to support progression of learning. They are also used so that objectives can be set in the context of prior and future learning in that aspect as well as to identify how to support development for children who may not yet be working at age expected level.

5.3.2 Medium term planning (MTP)

This outlines which of the objectives from the progression grids are being taught in each unit, how and when these are to be taught, what the desired pupil outcomes are, key vocabulary and resourcing as well as time allocation for this to happen. It also has to identify how this fits into the learning sequence both within and across year groups.

5.4 Early Years Foundation Stage

As a primary school, we believe it is hugely important that our children have a cohesive approach to their learning throughout their time with us. Therefore, our subject progression grids start with our Nursery provision and extend up into Year 6 to support this.

See our EYFS policy and EYFS Learning & Teaching Handbook for further information on how our Early Years curriculum is delivered.

6. Equality in Diversity

We believe we should be celebrating people of colour every day and the way to do this is through our curriculum. We are committed to continuing to develop what we teach and the role models we use as examples throughout the entire year so that they reflect our school community and values. We do not believe this should be reduced to a single month and therefore our big question curriculum development has purposefully evolved to promote this.

We have committed to continue learning ourselves and encourage the community we serve to do the same. We will use this knowledge to empower current and future generations to be aware of and peacefully stand against racism, to be race-conscious and treat all people, irrespective of skin colour or race equally and fairly.

7. Inclusion

Teachers set high expectations for all pupils and we believe that our curriculum should be structured to ensure 'access for all'. Teachers use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEND and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Pupils with SEND have SEND Support Plans in order to ensure that a round profile is accessible to the staff working with the pupils, the targets that they have are clear and the provision that needs to be in place in order to meet these targets is in place. The SEND Support Plans are updated regularly by the class teachers and shared with the support staff and parents, so that a continuous partnership with the parents/carers.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

8. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Termly School visits (which include looking at pupil outcomes , pupil conferencing, speaking to staff, learning walks across the school, visiting lessons)
- Meeting with the Junior Governing Body
- School development plan review
- Reports and presentations from curriculum and senior leaders
- Data analysis and comparison with both local and national benchmarks
- Website content
- School Improvement Advisor Feedback
- Survey feedback from stakeholders
- Curriculum & Standards committee agenda (see terms of reference)
- Observing during SATS week

Senior & Curriculum Leaders monitor coverage of National Curriculum subjects and compliance with other statutory requirements through a variety of systems including but not limited to:

- Learning & Teaching Evaluations
- Monitoring cycles (books, planning and pupil conferencing)
- Environment audits,
- Learning walks
- Quarterly assessments & data analysis

- Quarterly reports
- Audits

Curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed and approved by the Governors Curriculum Committee on behalf of the Governing Body every three years or more frequently if changes are made.

9. Links with other policies

This policy links to the following policies and procedures:

- Curriculum Policy
- EYFS policy
- SEND policy and information report
- Equality information and objectives
- Learning & Teaching Handbooks
- Relationships, Sex & Health Education
- RE policy
- PE Policy

