

Brize Norton Primary School

International Policy

Philosophy

The Governors and staff of Brize Norton School recognise the importance of equipping our pupils to meet the challenges of the 21st Century. A programme of global learning is essential because the lives of our children are being constantly informed and shaped by events around the world. We have a responsibility to develop in our pupils the knowledge, skills and values they need to be able to understand and participate in the world around them. A global learning programme helps pupils think critically, develop self-awareness and a positive attitude to difference, allowing them to become responsible citizens.

Aims

- To increase student motivation to learn, self esteem and therefore achievement through greater global communications and activities;
- To ensure that all children regardless of ability have the opportunity to communicate, interact with and take part in activities with other children around the world;
- To encourage staff to continue to promote an international perspective within the curriculum and to provide opportunities for professional development through planned activities e.g. collaborative planning with partner schools and observations in partner schools;
- To promote spiritual, cultural, social and moral development and a commitment to racial equality;
- To provide an environment where students are able to develop an understanding of our multi-cultural community and become effective citizens of the global community.

Objectives

- To work towards and maintain the International Schools Award;
- To integrate the international dimension into the whole curriculum by raising staff awareness and including appropriate curriculum links and opportunities for whole school focus weeks;
- To develop effective working partnerships with Comenius partners to ensure a successful project, encouraging direct contact with link schools as an educational opportunity for students and as a professional opportunity for a range of staff;
- To develop an awareness of similarities and differences in lifestyle and culture in a range of other countries;
- To ensure that every child in the school has the opportunity to learn a Modern Foreign Language;
- To encourage and develop children's use of communication technology by developing forms of direct communication with link schools in a way that is both purposeful and meaningful.

Planning

Planning for the international dimension is mainly through the topics that are taught in each year group. At Brize Norton Primary School the pupils are taught in mixed age groups and we follow a two-year curriculum plan. Teachers identify through the topics they teach, the opportunities to integrate the international dimension and plan for this in their medium term and short term planning. The school is in the early stages of projects with European partner schools and with a Ugandan school. These projects are planned at whole school level to involve all pupils. Each year the school holds a focused curriculum week that has an international dimension. This is planned to follow a whole school theme and involves all staff and pupils.

French is planned using the Oxfordshire guidance materials and is taught each week to all children (Foundation Stage to Year 6) for half an hour.

Teaching and Learning

The international dimension is taught through a range of topics on a two-year cycle. A range of strategies are used including the use of video, audio, music, works of art, artefacts etc.

Visits are encouraged by all classes and visitors are invited into the school to enrich learning. All visits must meet the requirements as set out in the Health and Safety policy and full risk assessments carried out prior to the visit. Staff members are also asked to share their experiences with classes following partner school visits.

Wherever possible, links are made with other curriculum areas e.g. English, PSHCE or the arts. The use of ICT is fundamental in the development of our international dimension. Pupil use the Internet for researching and communicating information to each other and to our partner schools.

French is taught in Foundation to Year 4 by the International Coordinator each week and in Year 5 and 6 by the class teacher. Children are taught to become increasingly familiar in listening to and using French through a range of activities e.g. songs, games and stories. In addition the lessons are used to develop pupil's intercultural understanding.

Resources

There are a range of resources to support the teaching of French across the school. These are stored centrally in the resource area.

The school has a range of resources to support the international dimension. Many of these are stored within topic boxes. There are specific photo and resource packs to support comparison studies linked to our Ugandan partner school.

Special Needs and Equal Opportunities

Brize Norton Primary School is an inclusive school. We offer all children the same opportunities. Teachers plan differentiated learning experiences in all curriculum subjects.

More Able, Gifted and Talented

Work in all lessons is differentiated to meet the needs within the class. Teachers plan using a 'top down' approach to ensure that the more able are challenged. Differentiation may be by outcome, support, resource or sometimes by the lesson input that is given to different groups by the teacher or a teaching assistant. All children also have individual or group targets that they are working towards. Children who have been identified as more able, gifted and talented are given opportunities to extend their learning through problem solving, investigation and open-ended activities. We create possibilities for them to work independently and with others to develop higher order thinking skills. In all subjects success criteria are set and questioning used to broaden children's knowledge and understanding whilst extending and challenging them, children are actively involved in this process. This ensures that each child is working to their full potential and being challenged at the right level. (See More Able, Gifted and Talented Policy)

Roles and Responsibilities

The Role of the Headteacher:

The overall responsibility for each subject rests with the senior management of the school.

The head, in consultation with the staff:

- determines a curriculum that is inclusive to all;
- decides the provision and allocation of resources;
- decides ways in which progress can be assessed and evaluated;
- ensures that the development of an international dimension supports the schools aims;

The Role of the Subject Co-ordinator:

- ensure the development of subject resources and the curriculum;
- supports the staff in planning for and incorporating an international dimension in their teaching;
- monitors the quality of teaching and learning through observations of lessons, reviews of teacher's plans, scrutiny of pupil's work and discussions with pupils;
- reviewing progress against whole school targets and setting future priorities for development;
- promotes staff inset.

The Role of the Teacher:

Individual teachers are responsible for the implementation of each subject policy. It is their responsibility to plan appropriate experiences that teach key skills while developing children's knowledge and understanding. Teachers are responsible for assisting the co-ordinator in the monitoring of the international dimension and its impact on the whole school.

Monitoring

The International Policy will be implemented by the co-ordinator through staff meetings, planning, displays, assemblies, partner evaluations involving children and partner schools, talking to children and staff and children's work.

This policy was drawn up by the International Coordinator in consultation with the staff.
February 2009