



St. John's C. of E.

Blackpool's First Free School 1817

International Curriculum Links Policy

Last updated: February 2023

Person responsible for this policy: Mrs. N Galloway

Next review due: February 2026

Introduction

We recognise that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. Our school curriculum promotes spiritual, moral, social and cultural developments and prepares pupils for opportunities, responsibilities and expectations in life. International links are taught through our curriculum topics. The pupils are encouraged to think about their own place in the world, their values and responsibilities to other people, thus supporting the school mission statement: "Everyone matters in God's world."

Our school policy sets out a framework within which the teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. This document is designed for all teaching staff, all staff with classroom responsibilities, school governors, inspection teams and LEA adviser/inspectors. Copies are available for all school staff, governors and will be made available on request to supply teachers, trainee teachers / placements and parents. An additional copy is kept in the office for LEA advisers or inspection teams. This policy links to and is informed by other school policies, including Behaviour, Computing, Equality, Marking & Feedback, SEND, English, Maths, and other curriculum policies through which aspects of the International curriculum links may be taught.

Aims

At St John's C.E. Primary School we believe that every child should have an equal opportunity to explore their heritage and environment, and it is within this context that our international curriculum links policy has been written. Above all, making international links is exciting, challenging and interesting and should seek to involve the intellectual and imaginative processes of the learner.

As part of our SMSC curriculum and International School Award programme, pupils' cultural development involves:

- Pupils acquiring an understanding of cultural traditions and an ability to respond to a variety of experiences.
- Pupils acquiring a respect for their own culture and that of others and to understand core British Values.
- Pupils developing an interest in others' way of doing things and curiosity about differences.
- Pupils develop tolerance and respect for others from a wide variety of backgrounds.
- Pupils developing the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.
- Pupils challenging stereotypes and becoming well-rounded global citizens.

Objectives

International and cultural education is planned for within each year group during an academic year. This planning is based upon the above aims and uses the Eight Key Concepts:

1. Diversity
2. Conflict Resolution
3. Human Rights
4. Interdependence
5. Social Justice
6. Sustainable Development
7. Values and Perceptions
8. Global Citizenship

We aim to strengthen teaching and learning, ensuring staff CPD is an important aspect of international learning. Parents/Carers are actively encouraged to join in with our international learning.

Planning

At St. John's School we have developed a clear procedure for planning across the curriculum. For international learning there are:-

- Long term plans – drawn up by the subject leader which shows the topics covered by each class during the academic year.
- Mid-Term Plans – a plan for each unit of work, usually each half term, drawn up by the class teacher, showing how international learning fits into the cross curricular topic.
- Short Term Plans – using the mid-term plan, the class teacher plans particular activities and desired learning outcomes for each lesson, having due regard to differentiation and cross curricular links.

All plans are readily available from each class teacher and are monitored by the subject leader and the Head teacher. Plans are also made available for support staff working in the classroom during the lesson as appropriate. Planning is used to set clear, achievable goals; it aims to ensure that work is well matched to pupil's abilities, experience and interest.

Implementation – Content and Approaches

A variety of teaching styles and activities is encouraged. Each class teacher takes responsibility for facilitating children's progress. They consult with SLT, SENCO, Curriculum Leader or other professional bodies as the need arises so that all children have access to the curriculum and are helped to develop.

A variety of teaching approaches are presented to the children throughout their curriculum lessons.

These include:

- Teacher guided sessions where information is provided.
- Different levels of challenge so children can be responsible for their own learning
- Group work where the children discuss problems in small groups.
- Learning partners
- Whole class discussion lessons where members are encouraged to join in with their personal opinions.
- The use of role-play in studying contentious issues.
- The use of audio visual aids in presenting material to the children.
- The use of ICT to gather information, research or record work.

International learning contributes effectively to a number of learning areas across the curriculum:

- Spiritual, moral, social and cultural development
- PSHE
- Economic and Industrial Understanding
- Citizenship
- European and International Awareness
- Environmental Awareness and skills
- Communication

- ICT
- Working with others/co-operation/team work
- Improving own performance
- Problem solving/Solving issues

Resources

A variety of resources for international learning are available through the school, Curriculum leader has an up-to-date list of these. Most are kept with class teachers in topic boxes in classrooms.

The requirements of the National Curriculum and the age and ability of the children in school leads to the use of the following types of resources:-

- Teachers' books, articles, posters, artefacts, maps
- Books (Fiction and Non-fiction) in the school library.
- ICT resources, including the internet
- Artefacts from other countries and cultures
- Pictures and photographs
- Television programmes, video clips, DVD's
- Human resources – adults with an expertise or interest in the subject, advisors, other visitors invited into school.

Assessment

Assessment in international learning is carried out in line with the schools agreed Marking and Feedback Policy. Assessment by the class teacher is an ongoing process throughout the different curriculum topics.

Gathering evidence of pupils' attainment is an integral part of teaching and learning. From this evidence, teachers are able to:

- Identify what has been taught and, more importantly, learnt.
- Monitor pupils' progress in acquiring the knowledge, understanding and skills in their international learning.
- Monitor pupils' progress in cross-curricular elements.
- Establish pupils' needs as a basis for future planning and teaching.

Teachers continually collect evidence of pupils' attainment in a variety of ways, including:

- Observing a pupil at work, individually and in groups.
- Questioning, talking and listening to pupils.
- Considering materials produced by the pupils and discussing these with them.
- Marking children's work.

Involving children in assessing their own work helps them understand better their own strengths and needs. Pupil's self-esteem can be enhanced by an increasing awareness of their own progress.

Inclusion and International Learning

In order to provide work that is appropriate to the learning experience of the individual children it is necessary for the teacher to be aware of the statements/EHCP that apply to children in the class. Teachers take account of the three principles of inclusion that are set out in the National Curriculum.

These principles relate to how teachers plan and teach the curriculum through:

- Setting suitable learning challenges
- Responding to the diverse learning needs of pupils
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Equal Opportunities

Equal opportunities at St. John's School are carried out according to our agreed Equality Policy. All teaching and non-teaching staff are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest possible progress in all areas of the curriculum whilst in our school. The monitoring of the Equality policy is ultimately the responsibility of the Head teacher and the Senior Leadership Team, but every member of staff is responsible for the day-to-day operation of the policy in terms of promoting good practice.

Parental Involvement

Children always benefit if their parents are fully involved with all aspects of their child's education. Parental support for the school curriculum is always welcomed and parents are encouraged to support home-learning related to international learning as appropriate. Parents are informed of the work being covered in through the curriculum topic overviews sent home and placed on the website on a half termly basis. They are also welcomed into school to take part in activities linked to international learning.

INSET/Training Provision

INSET and staff training at St. John's School is carried out according to our agreed Staff Development Policy. Staff development needs in International Learning are considered and planned for by the Curriculum Leader in consultation with the SLT. These needs are identified through monitoring, curriculum review and evaluation. These needs are highlighted as part of the subject leader's annual development plan, which subsequently becomes part of the School and Staff Development Plans.

The role of the subject leader

The Curriculum Leader is responsible for:

- Determining the aims of the school for international teaching throughout the school and, in consultation with the Senior Leadership Team, staff and governors, devising objectives or targets to allow the school to achieve these aims.
- Ensuring all agreed methods of working in international learning are put into practice and that staff regularly review these methods.
- Helping devise and document Schemes of Work/key skills lists for each year group and making links within curriculum topics taught.
- Monitoring International Links in school, ensuring that international teaching is appropriate in the broad and balanced curriculum of our school. This will include the monitoring of resources, procedures, teaching and planning.
- Undertaking an annual review of the International Curriculum links in school as part of the School Development Planning process.
- Managing the budget allocation for International Links and advising staff on resources throughout the school.

- Through personal reading and attendance at courses, keeping up to date of developments and evaluate new ideas and approaches in international teaching
- Keeping staff informed of such developments.
- Submitting reports to the governing body as required.

Evaluation

International Education and learning about cultures are an inherent part of our annual School Development Plan, which is evaluated regularly and reported to Governors. It is reviewed annually by the International team (Subject Leader and SLT)

St John's staff and governors recognise that:

- global issues are an important part of the lives of our students living in a world where economies are increasingly interdependent and global communication is a daily reality. Our pupils have access to the internet and increased opportunity to travel, watch news stories from around the world, as they develop and follow for example, international sporting events as they happen
- the global dimension should be reflected in the attitudes and values of our pupils, the ethos of the school, the Programmes of Study and Key Skills.
- as a school we have a commitment to both gender and racial equality.