



# Molescroft Primary School International Policy

Written September 200., Reviewed: May 2008, September 2010,  
April 2012. August 2014, November 2016, May 2019, May 2023

## 1. INTRODUCTION

Our original International Policy was inspired by “Putting the World into World – Class Education” DfES 2004.

## 2. WE BELIEVE

The whole ethos of Molescroft Primary School is to provide every child with a happy, caring, 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.

## 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 Molescroft 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.
- 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.



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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.
- 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 I.T 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 to our young people for life and work in the 21<sup>st</sup> 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.

## 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**



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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 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. TRANSFORMING OUR LANGUAGES CAPABILITY

In 2004/05 we launched own pilot project for the teaching of Modern Foreign Languages. Our aim to see this as sustainable and successful for all our pupils. Formal interactive lessons are an entitlement for all pupils in KS2 with fun language activities developed for pupils in KS1. Working with the local secondary school, the British Council notably through the Comenius Language Student Scheme, the local Comenius Centre and the Local Authority, we provide a variety of language experiences and develop meaningful links with countries abroad.

- All pupils including KS1 and FY learn French or Spanish. Each new intake into the Foundation commences (alternatively) on one of these languages.

Following a visit of staff to schools in Switzerland the teaching of Languages has been transformed.

The Languages coordinator teaches in tandem each class every other week. This is to ensure progression and the rapid development of all teachers' and Teaching Assistant's



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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 Mastery in 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.

Since the end of 2017, the school has been leading on a project across the East Riding of Yorkshire to transform the teaching of Primary Languages across the Authority. This project has been financed by the Local Authority. The overarching aim is to improve the consistency and quality of teaching and learning of Primary Languages. To ensure children's skills and knowledge transfer effectively to secondary school at national expected levels to prepare them for rapid progress thus ensuring a significant and sustainable rise in achievement and take up of Foreign Languages.

Having established the scale of the problem across the county, a working group of schools has been working on the development of successful models for schools to use:

- Challenging the more able
- Making the most of lesson time
- Developing the use of phonics
- Improving outcomes through the use of new ideas
- Varying delivery and choices of activities
- Involvement of SLT to drive languages forward
- Providing examples of Are Related Expectations
- Further funding to schools
- Clusters of schools working together
- Staff CPD
- Providing resources

The next steps include:

- A clear focus on improving transition from primary to secondary, with simple but clear transference of information from one phase to another. This information is to enable secondary teachers to understand the forms of teaching, experience and success of the pupils they are receiving.
- This is a cross county initiative and is to be used by community schools and academies.

## 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:



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- To benchmark our own performance against world-class standards, drawing on best practice everywhere.
- 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 enjoy successful links with schools in Germany, Poland and a range of schools in Switzerland through Zürich Education of Teacher Education and Denmark through University College Copenhagen, Faculty of Social Education, Social Work and Administration and continue to build significantly on these.

We promote

- E-mail links
- International Projects including My Life in a Box, My Class in a Box, My School in a Box, My Town in a Box and My Country in a Box Y5/Y6.
- The creation of real reasons for learning Modern Foreign Languages
- The creation of curriculum links and resources
- The development of professional dialogue
- The use and development of IT skills
- The enhancement of our Citizenship Curriculum
- The development of bonds of friendship
- **Leading to the overarching target of Community Cohesion**

We benefit from The Global Gateway <https://schoolsonline.britishcouncil.org> making use of this website, enabling us to engage in creative partnerships, helping us to enable education to cross national boundaries and for young people to become true global citizens. The school works with a number of partner schools thanks to the help of agencies such as the British Council and a variety of charities. These links enable the school to have fruitful and mutually beneficial contacts with a diverse range of international schools.

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.

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 ASPECTS OF THE DEVELOPMENT OF THE INTERNATIONAL DIMENSION AT MOLESCROFT PRIMARY SCHOOL**

- Securing the teaching of Modern Foreign Languages



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- Maintain the International Dimension within the School Improvement Plan
- Securing the long term future of our school links in Europe and beyond
- Benefiting from professional relationships with colleagues in schools abroad to the mutual benefit of all staff
- Maintaining the full International School Award
- Profiting across the curriculum from the International Dimension.
- Achieving funding for the development of international links and initiatives
- Developing IT skills of staff and pupils to enhance the International Dimension
- Working on projects supported by the British Council.
- Fully resourcing the International Dimension at Molescroft 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 philosophy 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.

## 12. FOUNDATION STAGE

The Foundation Stage is a full participant in all aspects of the International Dimension at Molescroft Primary School.

Refer to the Foundation Stage Policy for more details.

## 13. ORGANISATION and TERMS OF REFERENCE FOR INTERNATIONAL COMMITTEE and Job Description of the International Coordinators

The organisation of the International dimension to the curriculum will be supported by the INTERNATIONAL COMMITTEE known as D.I.E.D.R.E

“Diversity, International, Eco, Disability, Race, Equality” Committee

This committee meets at least once a term.

### Membership includes:

Head Teacher

International Coordinator

Geography Coordinator

A Governor

A non-teacher member of staff

Primary Languages Coordinator

Defender of the Arts

Music Coordinator

Green Team Leader





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Inclusion Coordinator

International Students currently working at the school

Head and Geography Coordinator from Woodmansey CE Primary School

Other interested staff members are welcome to attend meetings.

The International Coordinators have the job to manage the following. They are supported by the D.E.I.D.R.E committee.

Their combined role is to:

- Review and develop the International Policy
- To maintain the International Schools Award
- To seek every opportunity to promote the aims and values expressed in this policy
- To ensure that the school is not discriminatory or racist in any of its work, intentionally or otherwise.
- Monitor the impact of policies and procedures; specifically monitoring rewards and sanctions.
- To ensure the school does not discriminate on any grounds including, race, gender, sexual orientation, disability, ethnicity, nationality or faith.
- To promote a fully inclusive school.
- To maintain the Inclusion Gold Award
- To support in the arrangement of special guests and visitors to work in school in connection with the aims of this policy.
- To support the school in exploiting opportunities for using the international dimension across the curriculum.
- To plan the annual three-week International Festival at Molescroft Primary School and Woodmansey CE Primary School.
- To foster successful and mutually beneficial links with partner schools in Europe and beyond.
- To communicate with staff, governors and parents about the work, benefits possibilities and necessity of a growing International Dimension to the Curriculum.
- To evaluate the success of the policy with the pupils.
- To ensure that the International Dimension is a permanent feature in the School Improvement Plan
- To seek opportunities to harness the power of IT to develop International work and links with other schools.
- To work towards the target of becoming a fully 'Sustainable' School.
- To promote the development and use of the school grounds and the work of all pupils through the Really Wild Club.
- To monitor the Accessibility Plan
- Ensure Equalities Report is published and acted upon
- To ensure any relevant plans are in place to support the needs of Disabled Pupils: Disability Plan.