

# PORTFIELD SCHOOL & SATELLITE CENTRES



## POLICY DOCUMENT FOR INTERNATIONAL DIMENSIONS POLICY



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**Review of Policy**

This policy will be reviewed in consultation with the staff and Governors biennially or earlier if required in light of updated legislation.

Headteacher ..... Date.....

Chair of Governors..... Date.....

## **Portfield School International Dimension Policy**

### **Portfield School Mission Statement**

Working together      Learning together      Achieving together

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

### **Introduction**

Through the inclusion of an international global dimension at Portfield School we are able to offer our children, a range of experiences that will enhance their learning and raise awareness of their national and international identity.

### **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
- develop and enjoy contact with students and adults living in different countries
- to develop curiosity about other cultures
- to give opportunities to use literacy and numeracy skills which are carefully mapped across the curriculum SOW following the statutory National Literacy and Numeracy Framework (LNF)
- To promote the use of ICT in meaningful contexts for the development of communication skills
- To provide an added opportunity for the promotion of equal opportunities, racial equality and Citizenship

### **Objectives**

1. To work towards achieving and maintaining the International School Award
2. promote communication through writing letters; emails; Skype to friends in other schools
3. interacting with visitors from other countries [students & adults]
4. student/staff visits to places of cultural interest in the UK and abroad
5. To develop awareness of foreign languages for all our students
6. To organise regular celebrations of our rich and diverse heritage to raise awareness and appreciation of other environments and what is happening in the world
7. develop cross-curricular activities with an international theme for all children

### **Implementation**

The following activities aim to develop pupils understanding and awareness of global issues

1. The thematic plan for each key phase includes topics which develop pupils awareness of other countries and their cultures (see Appendix 1)
2. Annual multicultural day where a range of activities and workshops will introduce pupils to customs, traditions and life in a foreign country
3. involvement in a global schools partnership
4. involvement with schools in other parts of the UK

### **The role of International dimensions co-ordinator**

- To discuss with the headteacher the development of an International dimension throughout the school.
- To assist the headteacher in developing and implementing a school policy and develop schemes of work for each phase to provide coverage of a range of international activities.
- To assist with the selection of resources.
- To liaise with colleagues and advise on development within the school.
- To monitor and continue to support improvement of pupil progress through a planned cycle of monitoring.

### **Monitoring and Assessment**

We monitor pupil progress through P- Level/ Foundation and NC assessments

### **Parental Involvement**

Parental involvement in this area is important in that children often gain wide experience in this curriculum area in the home. Where parents have a particular ability, they should be encouraged to contribute to curriculum development and delivery.

Parental involvement can be achieved through...

- Assessment and reporting procedures
- Development of IEPs
- Multi-disciplinary input
- Home-school diaries
- Open evenings
- Accompanying pupils on visits

Appendix 1

**THEMES**

**Highlighted topics show where the global dimension is being developed in the scheme of work**

<b>AUTUMN</b>	<b>2018/19</b>	<b>2019/20</b>
Foundation	Myself	Colour
KS2	Ourselves	Lighthouses
KS3	Great Britain – People at War	Around the World –The Poles
KS4	India	Feeling Good, Looking great
KS5	Europe	Africa

<b>SPRING</b>	<b>2018/19</b>	<b>2019/20</b>
Foundation	Homes	Transport
KS2	Trains Planes & Automobiles	Flower powers RRS 23 & 24
KS3	Rainforest South America	Giants – People Everywhere
KS4	China	Africa
KS5	Green Planet	Family & Friends

<b>SUMMER</b>	<b>2018/19</b>	<b>2019/20</b>
Foundation	Out and About	Animals and Plants
KS2	How did they make that?	What a load of rubbish
KS3	Water, water everywhere – France	Africa
KS4	Natural World	Environmental Britain
KS5	Sport & Leisure	Pembrokeshire

### **Three year development Plan 2016 - 2019**

1. Build on staff, students and the wider community across the whole school awareness of the global dimension.
2. Continue to identify and further embed the global dimension in all areas of the current curriculum, and highlight them in the new 'A curriculum for Wales – a curriculum for life.
3. Extend current global relationships and develop new links.

### **Strategies Year 2018/9**

- Share good practice and develop links with other schools
- Develop strategies to widen the availability of global learning
- Review Global Dimension Policy
- American Independence Day – Annual event 4<sup>th</sup> July
- Continue to develop multicultural day annually

### **Strategies Year 2019/20**

- Current Teacher Exchange scheme review and further schemes explored
- Annual multicultural days/ week (audit the impact)