

Internationalism

Summary Document October 2023

*We live and work in harmony
with love for one another
so we can achieve our potential
within a community of life-long learners.*

The whole experience of Internationalism is in line with our vision (above). In particular, this is evident in how pupils work collaboratively both in the classroom and in partnership with a number of schools overseas; pupils achieve their potential as evidenced in becoming the global citizens of the future; and the entire school community continue to look for further ways to develop their understanding of and commitment to improving life outcomes for themselves and others.

The Internationalism Big Ideas are:

Identity and Belonging	Fairness and Equality	Rights and Responsibility	Conflict Resolution	Sustainable Living
------------------------	-----------------------	---------------------------	---------------------	--------------------

Threads and Neurons in the Internationalism Curriculum

Descriptor	Evidence
An ambitious curriculum that gives all learners the knowledge and cultural capital they need	<p>Work continues to strengthen whole school global learning rather than international links. Opportunities for global learning are embedded within our curriculum from EYFS through to Year 6. Sustainable Development Goals are reflected in curriculum coverage. We <i>'provide a collaborative, creative curriculum with strong links with pupils' spiritual, moral, social and cultural learning,'</i> (British Council ISA, July 2018). We have a number of international partner schools with whom we communicate with frequently and collaborate on projects together, both written and digitally (Skype/Padlet). Pupils in KS2 also participate in a pen pal scheme with our partner schools in France and Morocco. We work with the Shelford Twinning Association to support their exchange programme and invite French pupils to spend a day with us in school. Other curriculum enrichment includes an annual International Day. Where possible, school trips contribute to cultural capital, e.g. trips to Buddhist Centre, Verulamium Museum etc. Through specific activities with an international focus, or our weekly Picture News sessions as well as at various opportune times across various subjects, pupils:</p> <ul style="list-style-type: none"> • improve their critical thinking skills and develop in depth knowledge and understanding of the curriculum; • are given opportunities to challenge stereotypes; • gain a better understanding of global issues like inequality and poverty; • take part in discussions and develop their knowledge of global problems, and • reflect on their individual values and learn about how they affect others.
Coherently sequenced planning	<p>Internationalism is not a standalone subject; it is embedded into our curriculum through cross-curricular links. These are meaningful and age appropriate to the learners at different age groups. The Connecting Classrooms Global Learning Progression of Skills document (> end of Y2, > end of Y4, > end of Y6) is referenced so that teaching staff are aware of expectations.</p>

Skills to support employment	<p>To be fully prepared for life and work in a global economy, young people must develop the right skills which make up our Internationalism curriculum at Shelford:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving – promoting self-directed thinking that produces new and innovative ideas and solves problems; reflecting critically on learning experiences and processes and making effective decisions. • Collaboration and communication – fostering effective communication (oral and written); actively listening to and engaging with others in diverse, multilingual environments and understanding verbal and non-verbal communication; developing the ability to work in diverse international teams, incl. learning from and contributing to others’ learning, assuming shared responsibility, co-operating, leading, delegating and compromising to produce new and innovative ideas and solutions. • Creativity and imagination – promoting economic and social entrepreneurialism; imagining and pursuing novel ideas, judging value, developing innovation and curiosity. • Citizenship – developing active, globally aware citizens who have the skills, knowledge and motivation to address issues of human and environmental sustainability and work towards a fairer world in a spirit of mutual respects and open dialogue; developing an understanding of what it means to be a citizen of their own country and its values. • Digital literacy – developing skills to discover, acquire and communicate knowledge and information; using technology to reinforce, extend and deepen learning through international collaboration. • Student leadership and personal development – recognising the importance of honesty and empathy; recognising others’ needs and safety; fostering perseverance, resilience and self-confidence; exploring leadership, self-regulations and responsibility, personal health and wellbeing, career and life skills; learning to learn and life-long learning. <p>(‘Connecting Classrooms: Broadening Horizons, Enriching Teaching and Learning’, The British Council, 2019).</p>
Holding the same high ambitions for all pupils, with the curriculum tailored to support those of high need	The Internationalism curriculum at Shelford is fully inclusive and supports high ambitions for the future of all of our pupils. Our school is committed to listening to the views, wishes and experiences of all children and young people (Pupil Voice). Pupils with high need are supported in their learning through quality first teaching and with more focused support where required.
Explore the full curriculum, including cross-curricular links	The Shelford Curriculum Threads and Neurons document demonstrates cross-curricular learning in all age groups and aims to deliver a curriculum that children find engaging and enjoyable. The cross-curricular links offer a way for pupils to develop their knowledge, skills and understanding and become motivated to learn through a series of interconnected topics.

Delivering the Internationalism Curriculum


Descriptor	Evidence
High level of teachers’ subject knowledge and quality CPD	Subject Leader’s CPD record. Shared CPD via staff meetings. Picture News webinars for all staff. British Council Self-Assessment tool. ISA – reflection and feedback. Whole staff CPD session on global learning from Reading International Solidarity Centre (RISC) ‘How do we know it’s working?’ October 2022.

Effective delivery by teaching staff	Picture News Collective Worship and discussions in classes. International School Award: action plan, impact statement and evaluations. Annual International Day and other enrichment, e.g. French Breakfast.
Effective assessment and rapid feedback for pupils that also informs planning	Live assessment within lessons. No formative assessments kept, although teachers use the CCGL Progression in Pupil Outcomes document aforementioned.
Teaching of the subject is designed to enable pupils to remember learning in the long term and integrate new concepts	Some subjects, units of work or individual lessons will lend themselves more to the teaching and learning of skills within Internationalism. However, where possible, e.g. Picture News, sessions are weekly to reinforce skills.
Assessment is informative, useful and smart	Formative assessment, e.g. in Picture News sessions, teachers monitor pupil involvement and participation, knowledge and understanding and also speaking and listening skills. Whole school feedback, e.g. International Day, pupil voice, governor feedback. Teachers refer to CCGL Progression in Pupil Outcomes document.
The environment and other resources support learning effectively	We have a range of multicultural resources in school, both physical and digital. The subject page on the school website displays examples collaborative work with our partner schools, which are a huge learning resource in themselves as we are to them. Technology is used to support learning, e.g. Padlet and Skype. Our Internationalism display ('Our Global School') celebrates the wealth of work going on in school and across our many partnerships.
Reading is integrated within this subject	Links with reading, in planning / lessons. Picture News, all resources: multicultural books, PSED, guided reading, comprehension, French texts in classrooms, cross-curricular links (Hist/Geog/RE).

Pupils achieve their potential in Internationalism

Descriptor	Evidence
Learners develop detailed knowledge and skills, which is evident in their attainment and progress	Teachers refer to CCGL Progression in Pupil Outcomes document. SMSC and Speaking and Listening skills.
Learners are ready for the next stage of their education	More knowledgeable about the wider world and more tolerant of other cultures and traditions. Pupils develop the knowledge, skills and attitudes to respond to the challenges of the 21 st century. Pupils learn about issues being their immediate surroundings and make them global citizens through a network of classrooms and friendships around the world.
Learners apply good reading skills in this subject	Reading engagement is increased through activities with a clear purpose and high-interest, such as pen pal exchanges, Picture News discussions and interesting material (books and digital).

Specific Links to our Specialisms, Awards and Accreditations

Specialism, Award or Accreditation	Links with this Subject
 <p>The logo for the International School Award 2021-24, featuring a stylized globe with overlapping green, blue, and pink circles above the text 'BRITISH COUNCIL International School Award 2021-24'.</p>	<p>Reaccreditation of the International School Award for outstanding development of the international dimension of the curriculum.</p> <p>A growing number of partnerships with schools worldwide, including Secteur Scolaire Annour (Morocco) and CIPEC (France).</p> <p>You can read the assessor's feedback by scrolling down on our subject webpage here.</p>



Pearson World Changer Awards – ‘Runner Up in the Languages Category’

‘The judges were inspired by the children’s achievements and commitment to make a positive difference in the world.’

You can read more [here](#) (page 8 of the document).



Cluster Project – 2 x UK schools and 2 x Moroccan schools (Funding awarded June 2021)



Picture News Impact Award July 2021

Picture News Advocate School April 2022

Achievement of the GOLD level award for demonstrating that we are passionate about using current affairs to help children learn from our world, give them a voice and allow them to make a difference.

You can read the Assessor’s comments [here](#) on our webpage.

An accredited sponsor for international employees.