

Lanchester E.P. (Cont.) Primary School

A Caring Community
Where All Can Flourish



International Policy 2025

1. INTRODUCTION

This policy has been written to support the international work that is carried out at Lanchester EP Primary School.

2. WHAT WE BELIEVE

The whole ethos of Lanchester EP Primary School is to provide every child with a happy, caring learning environment in which they can develop their full potential, whatever their needs and irrespective of ability, race or gender.

We believe our pupils, staff and parents/carers 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 benchmark our teaching, learning and systems, measuring ourselves against those of other nations and matching them. This is not simply in terms of measures of attainment, but in 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 Lanchester EP pupils, but that 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/carers 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.

We need to:

- Engage with international partners to help us to achieve their goals and ours.
- 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 digital technology in a creative and innovative manner to support our goals

5. THE INTERNATIONAL REALITY AND CONTEXT FOR OUR WORK

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.

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.
- as a core member of the UN and of its constituent agencies. As an active participant in many other international bodies.

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.

Globalisation is a modern day reality. It is our responsibility to prepare our young people for life and work in the 21st century. To meet this first goal, we therefore must:

- instil a strong global dimension into the learning experience of all children and young people.
- 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

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 links 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. THE TEACHING OF MODERN FOREIGN LANGUAGES

As a school, we have made a significant investment into the teaching of MFL and we employ a specialist teacher to teach French across KS2. Formal interactive lessons are an entitlement for all pupils in KS2. The teaching of MFL is by immersion in the language and through full active participation. Children learn and practise the skills of reading, writing, listening and speaking in the target language, as well as engaging in the cultural understanding required to fully grasp the nuances of a foreign language.

8. INTERNATIONAL PARTNERSHIPS

We are passionate about 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 experiences, as well as collaborating to raise the standards of teaching and learning for our children. In pursuing this goal, our priorities are:

- 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 currently enjoy formal links with schools in India, the UAE, Spain, China and Turkey. In addition, we have informal links with schools in other European countries as a legacy of previous Comenius and Erasmus+ projects.

We are also in receipt of funding from the Department for Education as part of The Turing Scheme. This funding allows us to further develop our links with partner schools in India, China, Turkey, Spain and in the UAE. This includes taking groups of children and staff to visit our partner schools there.

Our international work with partner schools includes:

- E-mail links.
- Class partnerships involving the sharing of resources.
- The creation of real reasons for learning MFL.
- The creation of curriculum links and resources.
- The development of professional dialogue.
- The use and development of digital technology for communication purposes.
- The enhancement of our PSHE curriculum.
- The development of bonds of friendship.

Within the context of the above we are open to fostering professional International links for staff at the school and we are open to the idea of international exchanges.

Of huge significance is a need to develop an appreciation of multi-cultural Britain. This will allow our school community to learn, share and experience the cultural wealth of Britain today. In addition, we are building excellent relationships with local places of worship to ensure that all global religions are accurately taught through the RE curriculum.

10. STRATEGIC AIMS OF THE DEVELOPMENT OF THE INTERNATIONAL DIMENSION AT LANCHESTER EP

- Continue to develop and celebrate the high quality teaching of MFL.
- Include the international dimension within the School Improvement Plan.
- Secure the long term future of our school links in Europe, the Middle East and Asia.
- Develop new international links in North America, South America, Australasia and the Far East.
- Achieve 'Accreditation' level of the International School Award.
- Ensure that the international dimension permeates across the whole-school curriculum.
- Continue to attract funding for the development of international links and initiatives through The Turing Scheme and other funding streams that become available.
- Develop the digital technology skills of staff and pupils to enhance the international dimension.
- Fully resource the international dimension at Lanchester EP Primary School
- Use school 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, with inclusion being central to the philosophy of the school. The international co-ordinator will work with the SENCO, the designated teacher for CLA and with SLT to ensure that there are no barriers in place preventing any child from taking part in the international dimension of our school curriculum, including extra-curricular activities.

International learning has the 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. EARLY YEARS FOUNDATION STAGE

The Foundation Stage is a full participant in all aspects of the international dimension at Lanchester EP Primary School. Some activities and partnership tasks are modified to be suitable for children in EYFS.

13. ORGANISATION

The school has a named international co-ordinator: Simon McLoughlin.

The international co-ordinator's role is to:

- Review and develop the International Policy.
- Achieve and maintain the International Schools Award.
- Seek every opportunity to promote the aims and values expressed in this policy.
- Apply for funding and complete reports linked to this funding.
- Develop and maintain international school partnerships across the world.
- Communicate with staff, governors and parents/carers about the work, benefits possibilities and necessity of a growing international dimension in the curriculum.
- Evaluate the success of the policy through pupil voice.
- Ensure that the international dimension is a permanent feature in the School Improvement Plan
- Seek opportunities to harness the power of digital technology to develop international work and links with other schools.

14. POLICY REVIEW

Date of most recent review: November 2025

Next review: November 2026