



Best Practice Accreditation Action Plan

The ISA application journey is divided into two stages – the **Action Plan** and the **Impact Evaluation**

The Action Plan is submitted in the autumn term and outlines all the international activities planned for the coming year. We assess the Action Plan and provide tailored feedback to help you make sure your activities will meet the award criteria.

Once your Action Plan is approved, you are ready to get on with completing your activities. In the summer term, the Impact Evaluation is submitted, detailing the impact of your activities on the pupils, staff and wider community.

This document demonstrates an example of best practice for both stages of the application.

ISA applications are submitted via Schools Online. To register, go to <https://schoolsonline.britishcouncil.org/user/register>

Got a question? Email the ISA team at isa@britishcouncil.org or give us a call on 020 7389 4620

PART A – Action Plan

Step 1 – Your details

ABOUT YOUR SCHOOL:

School name*:

Athlone Academy

Type of school*:

- Nursery (ages 0-5)
- Primary (ages 5-11)
- Secondary (ages 11-18)
- Vocational/Technical College (age 16+)

Head Teacher name*:

Mr Dickinson

Website:

<http://www.athloneacademy.sch.uk>

Address*:

20 Athlone Road

Town/ City*:

London

County*:

Greater London

Postcode*:

SW2 2DR

Number of pupils at your school*:

450

International Activity Summary *

Please summarise the international activity that takes place in your school. Refer to students' and staff understanding; any international policies; and international projects or school partnerships you are involved in.

Content limited to 1500 characters.

Our international work has gone from strength to strength. In 2012, senior leadership and governors wanted to further embed internationalism in our curriculum; we did this by using the International Primary Curriculum (IPC) and followed with applying for the Accreditation level of the International School Award in 2013. Since then, we have been actively modifying our international school policy as well as international plan to ensure that it caters for our children, addressing and celebrating their diverse backgrounds, languages and cultures.

We have a strong link with schools in Uganda and France, undertaking regular reciprocal visits, which have had invaluable impact on the learning and engagement of children from all schools involved. We also accommodated a Spanish teaching assistant which brought new and fresh approaches to our Spanish language teaching.

Our children leave us with open minds, respect, understanding, the ability to apply knowledge and a desire to learn more about the international community in which we live. There have been student led campaigns on such issues as the modern slave trade, fair trade, refugees, and gender issues.

The international work that we do is not with an eye on achieving the award, although we are proud of status. Rather, we believe very strongly that a world class curriculum has to have a deep-seated international ethos.

Step 2 – Partner Schools

Partner school name*:

Lycée Belmont

Type of school*:

- Nursery (ages 0-5)
- Primary (ages 5-11)
- Secondary (ages 11-18)
- Vocational/Technical College (age 16+)

Head Teacher*:

Miss Bosshardt

Address*:

43 Rue Pasteur

Town/ City*:

Lyon

Country*:

France

Postcode*:

69007

Describe how your partnership started and how you stay in contact:

Content limited to 1500 characters

Following a six week online course linked to e-twinning, undertaken by our International Primary Curriculum co-ordinator in 2012, we were contacted by the secondary school in Lyon, offering us a link with a French school. We accepted the link and began contact with staff via e-mail first. To start the link, children shared letters, written in English and French which gave a real context to their foreign language learning. They have since shared photos, videos and presentations about their schools and current topics, sent via e-mail. We have this year, for the first time, used Skype to speak directly to the children in Lyon which our children found fascinating.

Step 3 – International Activities

At least seven curriculum activities are required. Three or more of the seven activities must be in collaboration with a partner school in another country and one must include an element of foreign language learning. Please answer the following questions for each of your seven activities.

Activity Number

Title of the international activity*:

World Voices

Teacher responsible:

Ms Smith

Other staff involved:

Mr Jones

Between which dates will this activity occur*:

Start - 02/09/2014

End - 30/06/2017

Subject Area/s*:

- | | | | | |
|---|--------------------------------------|--|--|--|
| <input checked="" type="checkbox"/> Art | <input type="checkbox"/> Biology | <input type="checkbox"/> Business studies | <input type="checkbox"/> Chemistry | <input type="checkbox"/> Citizenship |
| <input type="checkbox"/> Classics | <input type="checkbox"/> Dance | <input checked="" type="checkbox"/> Design | <input type="checkbox"/> Drama | <input type="checkbox"/> Economics |
| <input checked="" type="checkbox"/> English | <input type="checkbox"/> Geography | <input type="checkbox"/> History | <input checked="" type="checkbox"/> ICT | <input checked="" type="checkbox"/> Language |
| <input type="checkbox"/> Law | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Media Studies | <input checked="" type="checkbox"/> Music | <input type="checkbox"/> PSE |
| <input type="checkbox"/> Physics | <input type="checkbox"/> Politics | <input type="checkbox"/> Psychology | <input type="checkbox"/> Religious studies | <input type="checkbox"/> Science |
| <input type="checkbox"/> Sociology | <input type="checkbox"/> Technology | | | |

Number of pupils in this activity, by age range*:

<5	5-6	6-7	7-8	8-9	9-10	10-11
<input type="text"/>	<input type="text"/>	<input type="text" value="10"/>	<input type="text" value="5"/>	<input type="text" value="5"/>	<input type="text" value="4"/>	<input type="text" value="5"/>

11-12	12-13	13-14	14-15	15-16	16-17	17-18
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
18-19	>19					
<input type="text"/>	<input type="text"/>					

Activities*

*Please describe the activities that you plan to carry out. If you will work with a partner school, describe how you will work together
Content limited to 1500 characters*

It is an ongoing project which has started in 2014 and is repeated annually. Ugandan partner school and our school have been recording songs and sharing their videos online. Each year, children organise an assembly and the song theme is voted for by pupils of both our and partner schools. This year, the song theme is ‘My home, my land’.

This year the partnership will take further shape by involving three other primary schools in Uganda and our local partner ‘Holmewood Gardens Primary School’. We tend to produce a DVD.

Our school’s choir lead will take lead for producing a song at our schools and a school of our local partner and will also travel to Uganda to work with pupils and music teachers there.

Aims and Outcomes*

*What are you aiming to achieve through this activity and what educational outcomes do you anticipate? What feedback or evaluation methods will you use to judge if the activity is successful?
Content limited to 1500 characters*

- compare the education systems of both countries, UK and Uganda**
- children will reflect on the phrase ‘being proud of my homeland’ and develop more responsible attitude towards inequalities in the world**

Evaluation Evidence*

*What evidence of work or evaluation will you retain for this activity if required for review by assessors?
Content limited to 1500 characters*

- Music workshop**
- DVD and music videos**
- Evaluation forms and competition results collected through a school assembly**
- Updated website**

Partner school(s) involved:

Activity Number

Title of the international activity*:

International Heritage

Teacher responsible:

Mr Jones

Other staff involved:

Ms Taylor

Between which dates will this activity occur*:

Start - 01/09/2016

End - 31/12/2016

Subject Area/s*:

- | | | | | |
|--|--|---|--|---|
| <input checked="" type="checkbox"/> Art | <input type="checkbox"/> Biology | <input type="checkbox"/> Business studies | <input type="checkbox"/> Chemistry | <input checked="" type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Classics | <input checked="" type="checkbox"/> Dance | <input checked="" type="checkbox"/> Design | <input type="checkbox"/> Drama | <input checked="" type="checkbox"/> Economics |
| <input checked="" type="checkbox"/> English | <input checked="" type="checkbox"/> Geography | <input checked="" type="checkbox"/> History | <input checked="" type="checkbox"/> ICT | <input type="checkbox"/> Language |
| <input type="checkbox"/> Law | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Media Studies | <input checked="" type="checkbox"/> Music | <input type="checkbox"/> PSE |
| <input type="checkbox"/> Physics | <input checked="" type="checkbox"/> Politics | <input type="checkbox"/> Psychology | <input type="checkbox"/> Religious studies | <input type="checkbox"/> Science |
| <input type="checkbox"/> Sociology | <input checked="" type="checkbox"/> Technology | | | |

Number of pupils in this activity, by age range*:

<5	5-6	6-7	7-8	8-9	9-10	10-11
		60	60	60	60	60
11-12	12-13	13-14	14-15	15-16	16-17	17-18
60	60					
18-19	>19					

Activities*

*Please describe the activities that you plan to carry out. If you will work with a partner school, describe how you will work together
Content limited to 1500 characters*

Pupils of all year groups and staff complete a survey to determine countries they are affiliated to through family. In addition, children do an independent research back home in collaboration with their families and reflect on their findings in history class as well as they use the influence of their heritage to create dishes in Food Technology class.

Flags (in total 76) are then displayed in the school hall and kept as a permanent exhibition. It is accompanied with assemblies stressing important dates in history of represented countries such as Bastille Day, the Day of Independence, the fall of the Berlin Wall, Chinese New Year, etc.

Aims and Outcomes*

*What are you aiming to achieve through this activity and what educational outcomes do you anticipate? What feedback or evaluation methods will you use to judge if the activity is successful?
Content limited to 1500 characters*

- to celebrate a rich diverse heritage and global citizenship**
- students gain an informed awareness of countries, cultures and languages other than their own**
- community cohesion and tolerance**

Evaluation Evidence*

*What evidence of work or evaluation will you retain for this activity if required for review by assessors?
Content limited to 1500 characters*

- evaluation forms**
- Student's interviews**
- Photos**
- Flags**
- PPT Presentation**

Partner school(s) involved:

-

Activity Number

Title of the international activity*:

French Chefs

Teacher responsible:

Miss Williams

Other staff involved:

Ms Smith, Mr Brown

Between which dates will this activity occur*:

Start - 12/09/2016

End - 30/04/2017

Subject Area/s*:

- | | | | | |
|------------------------------------|--|--|--|---|
| <input type="checkbox"/> Art | <input type="checkbox"/> Biology | <input type="checkbox"/> Business studies | <input type="checkbox"/> Chemistry | <input checked="" type="checkbox"/> Citizenship |
| <input type="checkbox"/> Classics | <input type="checkbox"/> Dance | <input checked="" type="checkbox"/> Design | <input type="checkbox"/> Drama | <input type="checkbox"/> Economics |
| <input type="checkbox"/> English | <input type="checkbox"/> Geography | <input type="checkbox"/> History | <input type="checkbox"/> ICT | <input checked="" type="checkbox"/> Language |
| <input type="checkbox"/> Law | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Media Studies | <input type="checkbox"/> Music | <input type="checkbox"/> PSE |
| <input type="checkbox"/> Physics | <input type="checkbox"/> Politics | <input type="checkbox"/> Psychology | <input type="checkbox"/> Religious studies | <input type="checkbox"/> Science |
| <input type="checkbox"/> Sociology | <input checked="" type="checkbox"/> Technology | | | |

Number of pupils in this activity, by age range*:

<5	5-6	6-7	7-8	8-9	9-10	10-11
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="60"/>	<input type="text" value="60"/>	<input type="text"/>
11-12	12-13	13-14	14-15	15-16	16-17	17-18
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
18-19	>19					
<input type="text"/>	<input type="text"/>					

Activities*

*Please describe the activities that you plan to carry out. If you will work with a partner school, describe how you will work together
Content limited to 1500 characters*

Years 4 and 5 pupils have been working with a primary school in Lyon, France for the last 4 years through MFL project in French and English. The children have been sending letters and once a year exchange of students is taking place to see how schools teach Modern Foreign Languages. This year, our partner school will be inviting our primary school children to travel to Lyon to teach them cooking and to reinforce French through food.

Aims and Outcomes*

*What are you aiming to achieve through this activity and what educational outcomes do you anticipate? What feedback or evaluation methods will you use to judge if the activity is successful?
Content limited to 1500 characters*

- to be tolerant and respectful of other cultures and beliefs**
- to use French in everyday life**
- to develop confidence and curiosity in speaking a foreign language and respecting the food and culture of other countries**

Evaluation Evidence*

*What evidence of work or evaluation will you retain for this activity if required for review by assessors?
Content limited to 1500 characters*

- short videos of pupils speaking and cooking with chefs in Lyon**
- pupils will be giving presentation to the whole school**
- evaluation forms**

Partner school(s) involved:

Lycee Belmont

Activity Number

Title of the international activity*:

Refugee week

Teacher responsible:

Mrs Davies

Other staff involved:

Mr Jones

Between which dates will this activity occur*:

Start - 29/02/2017

End - 06/03/2017

Subject Area/s*:

- | | | | | |
|---|---|---|--|---|
| <input type="checkbox"/> Art | <input type="checkbox"/> Biology | <input type="checkbox"/> Business studies | <input type="checkbox"/> Chemistry | <input checked="" type="checkbox"/> Citizenship |
| <input type="checkbox"/> Classics | <input type="checkbox"/> Dance | <input type="checkbox"/> Design | <input type="checkbox"/> Drama | <input type="checkbox"/> Economics |
| <input checked="" type="checkbox"/> English | <input checked="" type="checkbox"/> Geography | <input checked="" type="checkbox"/> History | <input type="checkbox"/> ICT | <input checked="" type="checkbox"/> Language |
| <input type="checkbox"/> Law | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Media Studies | <input type="checkbox"/> Music | <input checked="" type="checkbox"/> PSE |
| <input type="checkbox"/> Physics | <input checked="" type="checkbox"/> Politics | <input type="checkbox"/> Psychology | <input type="checkbox"/> Religious studies | <input type="checkbox"/> Science |
| <input checked="" type="checkbox"/> Sociology | <input type="checkbox"/> Technology | | | |

Number of pupils in this activity, by age range*:

<5	5-6	6-7	7-8	8-9	9-10	10-11
<input type="text"/>	<input type="text" value="60"/>	<input type="text" value="60"/>	<input type="text" value="60"/>	<input type="text" value="60"/>	<input type="text" value="60"/>	<input type="text" value="60"/>
11-12	12-13	13-14	14-15	15-16	16-17	17-18
<input type="text" value="60"/>	<input type="text" value="60"/>	<input type="text" value="60"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
18-19	>19					
<input type="text"/>	<input type="text"/>					

Activities*

*Please describe the activities that you plan to carry out. If you will work with a partner school, describe how you will work together
Content limited to 1500 characters*

We adopted the Schools Online Classroom resource ‘Refugee week’ with different alternations for Primary and Secondary students as this topic is well discussed in the UK media nowadays.

As a starter activity, the primary pupils will visit a ‘Celebrating 70 Years of Migration’ exhibition at Southbank centre and will discuss ‘Why do people become refugees?’ The resource is currently being implemented into this year’s Geography and History curriculum which will result in a series of activities over a course of the academic year working closely with up-to-date newspaper release, undertaking a series of quizzes testing an understanding of refugee terminology.

Secondary school pupils will be starting with a full day trip into the Museum of Immigration and Diversity in Spitalfields, London and will then research on different migration movements into the UK. Students will be given this as a full term project and present their findings at a school assembly.

Aims and Outcomes*

*What are you aiming to achieve through this activity and what educational outcomes do you anticipate? What feedback or evaluation methods will you use to judge if the activity is successful?
Content limited to 1500 characters*

Primary - help pupils to understand why people become refugees and take part in activities to help tell the world about the plight of refugees.

Secondary - investigate the reality of the refugee experience and why it is they are forced to flee their homes and loved ones to seek safer life elsewhere.

Evaluation Evidence*

*What evidence of work or evaluation will you retain for this activity if required for review by assessors?
Content limited to 1500 characters*

- Secondary students presentations at assembly**
- Artworks (Primary schools students)**
- Photos**
- Quiz**

Partner school(s) involved:

-

Activity Number

Title of the international activity*:

**Become an Estate Agent Entrepreneur as part of Erasmus+ Project
'My house, my culture'**

Teacher responsible:

Ms Smith

Other staff involved:

Mr Brown

Between which dates will this activity occur*:

Start - 20/10/2016

End - 28/02/2017

Subject Area/s*:

- | | | | | |
|---|--|--|--|--|
| <input type="checkbox"/> Art | <input type="checkbox"/> Biology | <input type="checkbox"/> Business studies | <input type="checkbox"/> Chemistry | <input type="checkbox"/> Citizenship |
| <input type="checkbox"/> Classics | <input type="checkbox"/> Dance | <input checked="" type="checkbox"/> Design | <input type="checkbox"/> Drama | <input type="checkbox"/> Economics |
| <input checked="" type="checkbox"/> English | <input type="checkbox"/> Geography | <input type="checkbox"/> History | <input checked="" type="checkbox"/> ICT | <input checked="" type="checkbox"/> Language |
| <input type="checkbox"/> Law | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Media Studies | <input type="checkbox"/> Music | <input type="checkbox"/> PSE |
| <input type="checkbox"/> Physics | <input type="checkbox"/> Politics | <input type="checkbox"/> Psychology | <input type="checkbox"/> Religious studies | <input checked="" type="checkbox"/> Science |
| <input type="checkbox"/> Sociology | <input checked="" type="checkbox"/> Technology | | | |

Number of pupils in this activity, by age range*:

<5	5-6	6-7	7-8	8-9	9-10	10-11
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11-12	12-13	13-14	14-15	15-16	16-17	17-18
<input type="text"/>	<input type="text" value="9"/>	<input type="text" value="10"/>	<input type="text" value="10"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
18-19	>19					
<input type="text"/>	<input type="text"/>					

Activities*

Please describe the activities that you plan to carry out. If you will work with a partner school, describe how you will work together

Content limited to 1500 characters

Every pupil involved will create a bilingual virtual tour of their house.

Using the relevant vocabulary in French and/or Spanish and being trained on the necessary technology, pupils will involve appropriate subtitles using the app 'subtitle me'. All tours will be uploaded to the blog and saved on the school shared area as well as it will be shared with our partner school in France.

As soon as all tours are uploaded the students will be encouraged to discuss and share their feedback on the work of their counterparts in France. In spring 2017, UK pupils will participate in the French programme in Lyon and will be hosted by the families of pupils who were involved in this project and can use the learned French vocabulary in practice.

Aims and Outcomes*

What are you aiming to achieve through this activity and what educational outcomes do you anticipate? What feedback or evaluation methods will you use to judge if the activity is successful?

Content limited to 1500 characters

The aim of this activity was to introduce the houses and cultures of the pupils in the 2 international schools to each other. Other aims included: development of the digital, communication and language skills.

Evaluation Evidence*

What evidence of work or evaluation will you retain for this activity if required for review by assessors?

Content limited to 1500 characters

Bilingual digital tours

Evaluation forms

Contributions to the Blog Reports in school newsletter

Pupil testimonials

Partner school(s) involved:

Lycee Belmont

Activity Number

Title of the international activity*:

Chocolate

Teacher responsible:

Miss Williams

Other staff involved:

Mr Brown, Spanish teaching assistant

Between which dates will this activity occur*:

Start - 02/09/2014

End - 18/12/2016

Subject Area/s*:

- | | | | | |
|---|--|---|--|--------------------------------------|
| <input checked="" type="checkbox"/> Art | <input type="checkbox"/> Biology | <input type="checkbox"/> Business studies | <input type="checkbox"/> Chemistry | <input type="checkbox"/> Citizenship |
| <input type="checkbox"/> Classics | <input type="checkbox"/> Dance | <input type="checkbox"/> Design | <input type="checkbox"/> Drama | <input type="checkbox"/> Economics |
| <input checked="" type="checkbox"/> English | <input checked="" type="checkbox"/> Geography | <input checked="" type="checkbox"/> History | <input type="checkbox"/> ICT | <input type="checkbox"/> Language |
| <input type="checkbox"/> Law | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Media Studies | <input type="checkbox"/> Music | <input type="checkbox"/> PSE |
| <input type="checkbox"/> Physics | <input type="checkbox"/> Politics | <input type="checkbox"/> Psychology | <input type="checkbox"/> Religious studies | <input type="checkbox"/> Science |
| <input type="checkbox"/> Sociology | <input checked="" type="checkbox"/> Technology | | | |

Number of pupils in this activity, by age range*:

<5	5-6	6-7	7-8	8-9	9-10	10-11
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="60"/>	<input type="text"/>	<input type="text"/>
11-12	12-13	13-14	14-15	15-16	16-17	17-18
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
18-19	>19					
<input type="text"/>	<input type="text"/>					

Activities*

*Please describe the activities that you plan to carry out. If you will work with a partner school, describe how you will work together
Content limited to 1500 characters*

In Year 4 we will do a term topic about 'Chocolate'. Pupils are going to learn about the Aztecs, their culture and beliefs, and how the European settlers refused to accept their different beliefs and tried to convert them to Christianity.

In geography class, we are going to do a role play activity to find out the impact Fairtrade can have on people's lives. We will have a class debate to look at the pros and cons, using this information to write a balanced argument, thinking about sustainable living.

Pupils will also learn about how chocolate was originally just consumed in liquid form, by the Aztecs, and we will make Aztec hot chocolate (and write instructions) in our Spanish class. This activity is fully led by our teaching assistant from Spain.

In addition, pupils will look at the Aztec art, before using this to create Aztec hot chocolate pots.

Aims and Outcomes*

*What are you aiming to achieve through this activity and what educational outcomes do you anticipate? What feedback or evaluation methods will you use to judge if the activity is successful?
Content limited to 1500 characters*

- To raise awareness of other cultures and religions, and make pupils aware of how quickly the conflict can escalate if a cultural group is not understood**
- To learn key principles of Fairtrade and the impact our shopping choices can have on people's lives.**
- To learn about the growing of Cacao trees in the rainforest, how this can impact on the rainforest, and how this can be done in sustainable ways.**

Evaluation Evidence*

*What evidence of work or evaluation will you retain for this activity if required for review by assessors?
Content limited to 1500 characters*

- Topic books**
- Photos**
- Aztec hot chocolate pots**

Partner school(s) involved:

-

Activity Number

Title of the international activity*:

Faith Tour

Teacher responsible:

Mr Jones

Other staff involved:

Ms Taylor, Miss Williams, Mr Brown

Between which dates will this activity occur*:

Start - 02/09/2014

End - 30/06/2017

Subject Area/s*:

- | | | | | |
|---|--------------------------------------|---|---|--------------------------------------|
| <input checked="" type="checkbox"/> Art | <input type="checkbox"/> Biology | <input type="checkbox"/> Business studies | <input type="checkbox"/> Chemistry | <input type="checkbox"/> Citizenship |
| <input type="checkbox"/> Classics | <input type="checkbox"/> Dance | <input type="checkbox"/> Design | <input type="checkbox"/> Drama | <input type="checkbox"/> Economics |
| <input type="checkbox"/> English | <input type="checkbox"/> Geography | <input checked="" type="checkbox"/> History | <input type="checkbox"/> ICT | <input type="checkbox"/> Language |
| <input type="checkbox"/> Law | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Media Studies | <input type="checkbox"/> Music | <input type="checkbox"/> PSE |
| <input type="checkbox"/> Physics | <input type="checkbox"/> Politics | <input type="checkbox"/> Psychology | <input checked="" type="checkbox"/> Religious studies | <input type="checkbox"/> Science |
| <input type="checkbox"/> Sociology | <input type="checkbox"/> Technology | | | |

Number of pupils in this activity, by age range*:

<5	5-6	6-7	7-8	8-9	9-10	10-11
<input type="text"/>	<input type="text"/>	<input type="text" value="30"/>	<input type="text" value="30"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11-12	12-13	13-14	14-15	15-16	16-17	17-18
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
18-19	>19					
<input type="text"/>	<input type="text"/>					

Activities*

*Please describe the activities that you plan to carry out. If you will work with a partner school, describe how you will work together
Content limited to 1500 characters*

Children will visit an area of Bedford and tour a Sikh Temple, a Mosque and a Church and talk to organisers about similarities and differences and identity and belonging as well as accepting differences of different faiths and beliefs. We plan to build up on this activity by introducing various religious celebrations.

Aims and Outcomes*

*What are you aiming to achieve through this activity and what educational outcomes do you anticipate? What feedback or evaluation methods will you use to judge if the activity is successful?
Content limited to 1500 characters*

- Students are being able to reflect on their own identity, belief, and discuss similarities and differences and share own faith groups and sense of belonging

Evaluation Evidence*

*What evidence of work or evaluation will you retain for this activity if required for review by assessors?
Content limited to 1500 characters*

**- Pupils evaluation sheets
- Press cuttings
- Articles from school magazine and website
- Certificates of attendance and achievement**

Partner school(s) involved:

-

How do you plan to support other schools with their international work in the forthcoming year? * (Reaccreditation level only)

Content limited to 1500 characters

Through the development of our International Primary Curriculum, we have regularly worked with other local primary schools to share good practice and establish an international curriculum which incorporates all of the requirements of the new National Curriculum, making international links wherever possible. We have also discussed the impact that the process of the International School Award has had on our school and highlighted the way in which schools following a similar agenda could begin their journey. We helped two local schools with their ISA applications. One of the schools has had a very little experience with the international work in general so we also helped with drafting their international plan and setting up an international link with a school in Germany (Holmewood Garden Primary School)

We are also trying to become a Global Learning Expert centre in order to share the best practice beyond our local area and recently became the ISA best practice school which resulted in quite a few initial inquiry emails from schools starting to implement the international work.

PART B – IMPACT EVALUATION

For planning purposes only. Do not submit this form. Please fill in and submit the online form

International Strategy and Communication

References / plans of international strategy *

Please provide details of any reference(s) in the school's self-evaluation form (SEF) and/or strategic improvement plan to the aims of the international strategy and any comments by Ofsted or external validators of the evidence and impact of international work across the school's curriculum.

Ofsted praised our key international values with topics such as 'Champions for Change' and 'World Trade and Globalisation' which offer children a relevant context to learning and the future.

Have you reviewed your international policy in the last three years?*

- No
 Yes

Have you reported the strategic aims to the school's governing body in the last three years?*

- No
 Yes

Have you reviewed the international coordinator's job description in the last three years?*

- No
 Yes

Impact on Teachers*

Please summarise the impact of international learning activities on teachers and the school/school systems as a whole.

Content limited to 1500 characters

Each year all staff has a shared target to work on as part of the appraisal process. At the beginning of the period, the shared target was contribution to the global dimension. This raised staff awareness and has led to a wider range of departments taking part in activities.

Our curriculum focus influenced by the fact that nearly one third of staff have been involved in trips abroad on projects. Often giving opportunities to staff who have not been before to widen their experiences. It gives staff the opportunity to get to know students and helps them overcome some of the difficulties they may have

faced. New insights and experiences into countries never visited before. Greater comradeship, cooperation and support for partner schools, reassurance that all schools have the same interests and are working towards the same goals despite ethical, cultural and social differences and issues along the way. Many new friends have been made and teachers more proactive in their lesson planning and teaching. I feel teachers have also learned the importance of avoiding negative stereotypes when planning to link with countries in Asia and Africa.

Impact on Pupils*

How have the activities increased students understanding of other countries and cultures?

Content limited to 1500 characters

Students have become more independent, face decisions and situations they would normally find difficult and get real insight into completely different cultures. Exchanges and collaborative projects have developed student awareness of other countries way of life, food and cultures. They made new friends, converse with other students and teachers more confidently. They have the opportunity to compare schools, 'real people', feel part of a community in a foreign country rather than just a tourist. They felt pride in using their own language to help other students use young appropriate English. Parents say they are more globally and environmentally aware. Students opportunities to engage in activities with other religions and nationalities helps promote the values of tolerance, respect and unity to help to overcome the hidden or unconscious biases towards different religions, cultures and traditions.

Regular 'Global' assemblies keep children in touch with what's going in the world, in their communities and school. Children are referred to as Global Citizens.

Impact on Community*

Please summarise the impact of international learning activities on the wider community in your home country or overseas.

Content limited to 1500 characters

The school community is getting the most up to date news of projects / events etc in assemblies, regular newsletters, websites, Facebook and Twitter information and displays. Parents comment quite often. For example, the Ourselves / Yourselves display, lead to many positive comments from both children and parents about similarities and differences.

Bedford Faith Tour – originally there was some reluctance by a small number of parents. These parents were invited to take part and enjoyed the experience and were able to share this with other

parents and carers. The faith leaders in the community were able to talk to the children first hand.

Other programmes

Provide brief details of any other funding programmes, projects or accreditation schemes your school participates in. Please explain if/how these relate to your International School Award activities.

Content limited to 1500 characters

Global Learning Programme; Sports Leaders UK awards (students with Foreign Language Leaders awards for running activities in French and Spanish lessons in primary schools); applying for Healthy Schools status; silver Eco School; the Green Flag, National Fair Trade Award; Interfaith Network Programme, Plan UK's flagship campaign "Because I am a Girl"

Support for other schools* (Reaccreditation level only)

Provide brief details of any other funding programmes, projects or accreditation schemes your school participates in. Please explain if/how these relate to your International School Award activities.

Content limited to 1500 characters

Through the development of our International Primary Curriculum, we have regularly worked with other local primary schools to share good practice and establish an international curriculum which incorporates all of the requirements of the new National Curriculum, making international links wherever possible. We have also discussed the impact that the process of the International School Award has had on our school and highlighted the way in which schools following a similar agenda could begin their journey. We helped two local schools with their ISA applications. One of the schools has had a very little experience with the international work in general so we also helped with drafting their international plan and setting up an international link with a school in Germany.

We are also trying to become a Global Learning Expert centre in order to share the best practice beyond our local area.

Long-term Impact on Pupils, Teachers and the Community* (Reaccreditation level only)

What was the longer-term impact of the activities completed for your school's last three year accreditation period? Refer to pupils, teachers and the school community.

Content limited to 1500 characters

International curriculum work will continue, not just as part of curriculum but with relevance to International themes thanks to teacher willingness, awareness and student greater understanding when global issues involved. Our French, Uganda exchanges are embedded. Erasmus plus Etwinning will be developed further, working with schools in Turkey, France and the Ukraine. Our school

will proactively seek other International partnerships as appropriate and also continue with local links. Hopefully visits to religious places will continue and help to break down barriers.

Plans on sustaining the international ethos *

Please outline how you will sustain the international ethos in your school throughout the three years of your International School Award accreditation and beyond.

Content limited to 1500 characters

The embedded curriculum will be in place for a further 6 months before larger amendments may be made to ensure that children are getting the most from it. We will continue with an International coordinator, staff and head teacher support. This said, the curriculum will maintain its international focus and develop as the links with other schools become stronger. All stakeholders are keen for the international ethos to continue and develop and this is something that will feature highly in our school development plans for the foundation curriculum and spiritual, moral, social and cultural development in the following years. We have built firm foundations for our international work and with all stakeholders involved, we intend to develop and sustain it to ensure that our children receive the best that they possibly can from it.