

FOUNDATION APPLICATION FORM (Best practice example)

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 R. A. Dickinson

Website:

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

Address*:

20 Athlone Road

Town/ City*:

London

Country*:

Greater London

Postcode*:

SW2 2DR

Number of pupils at your school*:

500

What is your motivation for applying for the International School Award*

Content limited to 1500 characters.

We are motivated to apply for the Foundation International School Award to gain recognition for the work that staff and pupils have put into the international projects so far. It also gives us a tangible award for which our school will be noted for. It gives us direction towards our on-going project and potential areas for development.

We are a school based in South London and have a broad range of nationalities from our commonwealth families. We have multi-cultural staff and pupils and aim to enhance the respect and global citizenship in our students.

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.

Since opening in 2012, the international dimension has been developed at Athlone Academy mainly through the school curriculum with such topics as Global Warming in Geography and the World War I. in History.

The school delivers a Community Engagement programme where this year students have been involved in researching the lives and stories of their predecessors and were seeking for their family heritage. This will culminate in collaborative project with our Indian partner next year. Modern Foreign Language department has this year made links with school in India which will be developed further this year.

Step 2 – Partner Schools (if applicable)

Partner school name*:

Delhi Public Primary School

Type of school*:

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

Head Teacher*:

Mrs I. Patel

Address*:

R. K. Puram

Town/ City*:

New Delhi

Country*:

India

Postcode*:

110022

Website:

www.delhips.net

Approximate number of pupils*:

800

Contact person name:

Mrs I. Patel

Contact role:

Principal

Contact Email:

i.patel@skynet.com

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

Content limited to 1500 characters

The partnership started last year by sending pictures and video clips about the school life in both schools. The head teacher of the Indian School has visited London and the school to meet with the staff and toured around the school. We have agreed to apply for the Connecting Classrooms grant to start of a curriculum project and organise teachers from both schools to exchange visits. We are staying in contact through emails and digital pictures and sharing resources about the festivals that both schools celebrate over a course of the academic year. The partnership is at its very beginnings; however, we already discussed the potential collaborative project.

Step 3 – International Activities

At least one curriculum activity is required demonstrating the International School Award outcomes in Global Citizenship and/or Enriching Education.

Activities should demonstrate the International School Award Impact Evaluation outcomes in Global Citizenship and/or Enriching Education.

Activity Number

Title of the international activity*:

International Heritage

Teacher responsible*:

Mr Sam Gray

Other staff involved*:

Ms Reshma Culleton

Between which dates did this activity occur*:

Start - **01/01/2015**

End - **31/03/2015**

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 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
<input type="text"/>	<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"/>
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"/>	<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 you carried out. Were you working with a partner school?

Content limited to 1500 characters

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

Flags (in total 76) were 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.

We are planning to repeat the similar kind of activity next year and incorporate our newly created link with a school in India.

Aims and Outcomes*

What were you aiming to achieve through this activity? What feedback or evaluation methods did you use to judge if the activity was 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 did 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:

N/A

Activity Number

Title of the international activity*:

Earth Hour

Teacher responsible*:

Ms Nishma Menon

Other staff involved*:

Mrs Parkson

Between which dates did this activity occur*:

Start - **17/03/2015**

End - **21/03/2015**

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 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 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="120"/>	<input type="text" value="60"/>	<input type="text" value="90"/>	<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 you carried out. Were you working with a partner school?

Content limited to 1500 characters

During the week running up to Earth Hour 2015, the children were taught about the reasons behind Earth Hour through assembly themes and in the class room. The children were encouraged to participate in this global event in order to send a message about the future of our planet. Children learnt about sustainable living, and about their responsibilities to our planet. On one of the days, the children wore 'light and bright' fancy dress to raise awareness for the event, and children completed an activity in which they recorded their wish for the planet.

Aims and Outcomes*

What were you aiming to achieve through this activity? What feedback or evaluation methods did you use to judge if the activity was successful?

Content limited to 1500 characters

The aims of these activities were to raise the children's awareness of sustainable living, and what responsibilities they have with regards to looking after the future of our planet. The outcomes were that the children had developed an understanding of their roles in energy saving.

Evaluation Evidence*

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

Content limited to 1500 characters

- **photographs of the events, and**
- **the bunting produced by the children with their wishes on for the future of the planet.**

Partner school(s) involved:

N/A

