



Whitefield
Academy Trust

**Policy
Document**

International Policy

Category: Management

Key Elements

This document sets out Whitefield Schools' policy on our school international practice. It provides an overview on how international and global content is explored and taught across the three schools. The document provides an overview to guide teachers to include international objectives into their planning and strategies and how to develop international projects with schools around the world.

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Senior Leadership Team

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We regularly review our policies to make sure that we continue to;

- promote equality of opportunity
- actively value diversity
- eliminate discrimination and harassment
- provide an inclusive education which enables all children and young people p to develop their full potential
- meet the requirements of the Equality Act 2010 and the protected characteristics therein.



INTRODUCTION

1. WHITEFIELD SCHOOLS

Whitefield Schools is a special education needs school serving a universe of around 350 pupils divided between three schools:

- **Peter Turner Primary School** – this school has an Early Years provision with two classes and 13 classes with KS1 and KS2 pupils. Peter Turner Presents a universe of 110 pupils. The vast majority of the pupils have ASD and/or present communication and social interaction difficulties.
- **Niels Chapman Secondary School** – serves a universe of around 150 pupils. NCS has two buildings and some its pupils attend lessons at Waltham Forest Colleges. NCS pupils have ASD and/or present communication and social interaction difficulties.
- **Margaret Brearley School** – serves a universe of 100 pupils. This school also accommodates an Early Years provision. MBS pupils present profound and complex needs and they are based in a building designed to meet their medical needs.

2. CURRICULUM

Whitefield has developed a bespoke personalised curriculum so that all pupils benefit from truly individualised learning with reference to the National Curriculum.

Teachers' planning ensures that pupils take part in activities which are meaningful and interesting for them and through which they address relevant and challenging learning outcomes. This enables all pupils to maximise their progress.

The curriculum is designed to help our pupils become:

- **Successful learners** who enjoy learning and make outstanding progress.
- **Effective communicators** who can express themselves, make choices and build positive relationships with other people.
- **Confident individuals** who take a full part in activities within school and the community.
- **Responsible citizens** who behave well and make a positive contribution to the school and the wider world.
- **Lifelong learners** who leave school equipped for the adult world whether in paid employment, education or supported living.
- **Our youngest children follow the curriculum for the Early Years Foundation Stage**, adapted to meet the needs of young children with severe learning difficulties or autism

After Early Years, rather than a conventional curriculum based around year groups, Whitefield's curriculum is designed around five interlinking pathways each of which is further individualised so that skills and knowledge are built up and consolidated over time.

Each child learns at their own pace. We therefore do not plan content for each year group. The emphasis changes for each Key Stage as children and young people approach adulthood.



2.1. CURRICULUM PATHWAYS

In order to better meet our pupils' needs and strengths, our curriculum is divided in four pathways:

Pathway 1 – Reaching Out

A sensory curriculum for life and learning.

Pupils with profound and complex needs learn through consistent routines, sensory experiences and interaction with adults. The curriculum supports pupils to:

- Develop a sense of security through building positive relationships.
- Develop an awareness of the world around them through sensory exploration.
- Develop the physical skills through which they can control and explore their environment.
- Establish behaviours through which they can express their feelings, make choices and communicate with other people.
- Experience life within the school community, responding to other people and sharing activities with them.

Pathway 2 – Stepping On

An exploratory curriculum for life and learning.

Pupils learn through play, exploration, practical activities and community involvement. The curriculum supports pupils to:

- Develop communication skills in speech, gesture, sign or symbol so that they can interact with other people, make choices, follow instructions and explanations and access the key concepts needed for learning.
- Establish key skills in literacy, numeracy, science and ICT.
- Learn to co-operate with other people, to build positive relationships and to take responsibility for themselves.
- Learn the skills which will help them be more independent in adult life.
- Learn about the world around them and the wider community.

The youngest pupils following this pathway will be working within the Early Years Foundation Stage framework.

Pathway 3 – Climbing Up

An academic curriculum for life and learning with provision for pupils' specialist needs.

Pupils access the National Curriculum Programmes of Study, adapted and augmented in the light of individual needs. The curriculum supports pupils to:

- Develop effective communication through speech or sign and to interact confidently with other people.
- Study as wide a range of academic subjects as is appropriate for individuals, leading to accredited courses and qualifications.
- Develop self-awareness, respect for others and a sense of responsibility, so that they can play their part in the school community and become active citizens as adults.
- Develop confidence and personal independence.
- Learn about the world of work and develop the skills and understanding which will enable them to move into paid employment or voluntary work in adulthood.

All secondary aged pupils access accredited courses including GCSE, GCE and Entry Level where appropriate. Whitefield works in partnership with local mainstream and other special schools to offer a range of courses to meet individual needs and aspirations.



Pathway 4 – Taking Off

A curriculum for post 16 pupils equipping them for future choices in work, college and independent or supported living.

Pupils continue to develop their skills within four key areas of learning:

- The World of Work.
- Well-being.
- Everyday living.
- Creativity and spirituality.

Pupils continue to follow accredited courses as appropriate to their needs and their plans for life after school.

3. INTERNATIONAL DIMENSION

3.1. INTERNATIONAL DIMENSION COMMON AIMS

Whitefield Schools is committed to embed in its curricular activities an international dimension, so our pupils learn about themselves and their community through how others live and experience different and, at the same time, similar situations.

We believe that this *contrastive* learning promotes inclusion since we all share the same human emotions, aspirations in life, and face similar, if not common, adversities, e.g. environmental problems.

Whitefield Schools believes that the international dimension across the three schools gives our pupils:

- A better understanding of our community;
- The understanding of the importance of being an active member of a community;
- The opportunity to be agents of positive change;
- Important and informative knowledge about the *global* world we live in;
- The understanding and the respect for the other, independent of age, gender, race, creed, sexual orientation and disability;
- The opportunity to get in contact with peers and adults from different countries;
- The opportunity to take part in collaborative international projects with other schools across Europe or from other continents;
- The possibility to visit other countries as part of international projects;

3.2. REACHING OUT - INTERNATIONAL DIMENSION AIMS

The international dimension aims for our pupils following the Reaching Out curriculum have in attention their medical conditions and their learning strengths. A lot of these aims are achieved through the specialised and individualised support given by our teaching teams. Pupils following this pathway:

- Access activities as supported members of a community;
- Are exposed to activities which contents are sensory explored;
- Attend cultural manifestations from different cultures and countries;
- Contribute as supported and supportive agents for positive change.



3.3. STEPPING ON – INTERNATIONAL DIMENSION AIMS

This pathway serves a high number of pupils in the three different schools. These pupils present very heterogeneous levels of ability and differences in their learning difficulties. Teaching teams adapt contents according to the abilities of each individual. The Stepping On pathway international dimension aims are for our pupils to:

- Access activities as active members of a community;
- Participate actively in international projects with schools from other countries;
- Learn about elements from a different culture and country;
- Work on projects about subjects that have a global dimension, e.g. oceans pollution;
- Be exposed to linguistic elements of a different foreign language;
- Develop themselves as informed and inclusive members of a global society;
- Use safely the internet to get information and communicate with others;
- Celebrate our community diversity;
- Develop their communicative skills;

3.4. CLIMBING UP – INTERNATIONAL DIMENSION AIMS

Pupils following the Climbing Up pathway access more elaborate academic contents and are working against National Curriculum levels. The international dimension of our curriculum gives these pupils opportunities to learn about relevant and contemporaneous global topics. They access different activities to develop their independence as global citizens of a world in constant change.

The Climbing Up pathway's international dimension aims that these pupils:

- Develop and take an active and independent part in international collaborative projects with peers from schools from other countries;
- Acquire informed knowledge on topics of global importance, e.g. environmental problems around the world;
- Develop their technological skills to obtain knowledge and to communicate with others;
- Become agents of positive change in their community;
- Respect the others, independent of age, gender, race, creed, sexual orientation and disability;
- Explore linguistic elements of a different foreign language;
- Take an active part in educational visits to partner schools from an international collaboration project;
- Support the promotion of the school international collaboration projects in our school and community.

3.5. TAKING OFF – INTERNATIONAL DIMENSION AIMS

This pathway serves a number of pupils from Niels Chapman Secondary and Margaret Brearley schools. These pupils present different levels of ability. Their lessons and activities are tailored having in mind their conditions and medical needs. Although their curriculum focuses in preparing them for the world after school, the global dimension is present. In this pathway the international dimension's aims are for these pupils to:



- Develop themselves as active and responsible members of a community;
- Become agents of positive change;
- Respect and embrace differences in their communities;
- Take an active part in educational visits to partner schools from an international collaboration project;
- Develop their communicative skills;
- Safely use technology to access knowledge and to communicate with others;
- Respect the others, independent of age, gender, race, creed, sexual orientation and disability;

4. SCHOOL INTERNATIONAL WORK

4.1. IN CLASS

The three schools at Whitefield follow topic rolling programmes for their different Key Stages. Some of these topics are explored with an international dimension so pupils can learn about global issues, e.g. oceans pollution and the importance of recycling.

Teachers plan activities and lessons where pupils' rich background is celebrated. A lot of our pupils' families are from different countries and teachers use topics where features of these backgrounds are explored and celebrated, e.g. music, literature and culinary.

There's an expectation for teachers to include global learning objectives across the curriculum, so pupils learn about issues shared globally; acquire knowledge about other countries and cultures; have access and experience linguistic and cultural demonstrations from other countries; and, when appropriate take part in international projects. Teachers will share evidence of this work with colleagues from the International Focus Group, which will then be collated and kept as evidence of good practice.

Early Years

Pupils following the Early Years Foundation framework access global and international content through practical and fun activities. Teachers include songs, dances, games and stories from other countries. The pupils' families cultural background is also explored in order to develop pupils' understanding of themselves.

Reaching Out

Pupils following this pathway access global topics and international content through activities where sensory elements are explored with appropriate adult support. Sounds, music, images, videos, tactile and olfactive elements are used as representations of cultural elements from other countries or identifying elements of a particular global content.

Teachers are encouraged to take part in international collaborative projects with schools from other countries to share good practice and promote/celebrate our pupils' work and achievements.



Stepping On

Pupils, following this pathway and according to their developmental and key stages, access lessons and activities where international and global contents are explored through a mixture of approaches. Sensory exploration of contents occurs supported by language and visual cues (e.g. objects for reference, pictures, symbols and signing), so all our pupils, independently of their cognitive development, access important global issues and have the opportunity to learn about cultural realities than theirs.

Pupils that can explore and learn about these contents through lessons and activities using different media – text, videos, music, dance, stories and culinary. Linguistic elements from other languages are introduced, e.g. different ways of saluting or naming particular items, so pupils get in touch with foreign languages.

Teachers are encouraged to develop collaborative international projects with other schools exploring global topics or topics from their rolling programmes. These projects give our pupils the opportunity to get in contact with peers from different countries. These projects encourage participants to exchange communication between classes. This allows our pupils for example, to use communication in context about different topics and also for them to share their work and accomplishments.

Climbing Up

Pupils following this pathway explore global and international content in lessons and activities through more academic approaches. The use of text, debates, research assignments, collaborative work with class peers and active participation in international projects are some of the activities that teachers develop.

Teachers are encouraged to create or to take part in projects with schools from other countries and sometimes in a hub with other schools from London or the UK. Pupils through web platforms, like for example eTwinning, can communicate with teachers and colleagues from other countries to share work, projects and ideas. This gives to a lot of our students the only opportunity they have to meet someone from a different country.

Some of the pupils of this pathway will also have the opportunity to go on visits, sometimes abroad, to work with their partner schools. This also gives to some of our pupils the opportunity to visit other countries and get in touch with realities different from theirs.

Taking Off

Although following a curriculum centred in the life after school, teachers are encouraged to explore global and international issues and to be part of international collaborative projects. Pupils according to their level of ability access these topics through practical lessons and activities promoting their skills as citizens of a 'global' community.

Some of these pupils, if possible and appropriate, will also take part in visits to other countries to meet their partner schools and come in touch with a different culture and reality.



4.2. ACROSS THE SCHOOL

Global and international topics are also promoted across the three schools through a 'Fortnightly Theme' list. Teachers from the three schools use this list to explore topics and celebrate dates that link to or add an extra layer of contents to our global and international dimension.

Global issues, religious festivals and international dates celebrating human values and achievements are analysed, explored and discussed in the three schools. Weekly assemblies in the three schools are the culmination point of the all the work pupils done in class.

The different displays across the schools show case to other pupils and our visitors some of the work our pupils develop while learning about global and international content.

4.3. INTERNATIONAL COLLABORATIVE PROJECTS

Whitefield Schools promotes and supports teachers that are willing to develop collaborative projects with schools from other countries. The senior leadership team and directors believe that these projects support the aims of our curriculum framework since they give our pupils extra opportunities to acquire knowledge and develop skills in meaningful activities.

Whitefield Schools already has a tradition of taking part in projects with schools from other countries. In all these projects we present our ethos, our work and we advocate for the inclusion of special needs pupils in the other countries' delegations.

These projects also promote collaborative work between teachers and pupils from the three different schools. They support and enhance pupils' communication and social interaction skills.

On a smaller scale, some class teachers create or join international projects with schools from Europe through **eTwinning**, a European Union funded platform for schools and credited by the British Council. In these projects, teachers can share good practice and pupils can communicate and share their work with peers from a different European country.

5. DISSEMINATION OF INTERNATIONAL WORK

Whitefield Schools is proud of our teachers and pupils' international work. The school believes that the school community should be aware of the effort pupils put into it and learn about its quality, and are informed about some of the school international projects that are recognised nationally through awards.

Whitefield Schools' directors and senior leaders use the school's communication channels, like for example, our Newsletter or our Twitter account to inform our local community.



**This policy is shared
via the school website:
www.whitefield.org.uk**