



# MARISH

## ACADEMY TRUST

# International Dimension Policy

Approved by:	Strategic Board	Date: November 2025
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## 1. Introduction

At Marish Academy Trust we recognise that the development of the pupils' spirituality, sociability and culture plays a significant part in their ability to learn and achieve. By embedding an international dimension in our curriculum, we are able to help our children achieve this and have a range of experiences that will enhance their national and international identity.

## 2. Aims

The International Dimension policy aims are:

- To provide our school community with an informed awareness of countries, cultures and languages other than our own.
- To increase children's respect of their own culture and that of others and to understand core British Values.
- To help children develop an interest in others' way of doing things and curiosity about differences.
- To help pupils' challenge stereotypes and become well- rounded citizens.
- To promote the use of ICT in a meaningful context for the development of communication skills.
- To provide an added opportunity for the promotion of equal opportunities, racial equalities, community cohesion and citizenship.
- To develop a variety of global learning partnerships and links with school in Europe and the rest of the world.
- To ensure both schools in our Trust have the International School Award (ISA) reaccreditations.

## 3. Curriculum

The international and cultural education is planned for within each year group from Reception to Year 6 each term and is embedded in the curriculum rather than being isolated in on-off types of activities. This planning is based upon the above aims and uses the following eight key concepts:

- Diversity
- Conflict resolution
- Human Rights
- Interdependence
- Social Justice
- Sustainable development
- Values and perceptions

#### **4. Delivery of the curriculum**

Class teachers are responsible for learning activities with an international focus in the curriculum. These activities form an integral part of the lessons across the curriculum and are designed to enrich the Trust's curriculum planned and delivered by class teachers and subject teams.

#### **5. Inclusion**

At Marish Academy Trust we aim to provide equality of opportunity for all pupils whatever their age, ability, gender, race or background. We want all our pupils to achieve their full potential during their time with us. As such, teachers work to ensure that our expectations, attitudes and practices enable all pupils to reach their potential.

#### **6. Equal opportunities and EAL**

The international learning, embedded in our lessons, provides all pupils with EAL with many opportunities to achieve and excel. When appropriate, activities are differentiated so that all learners can access the curriculum. Pupils with EAL are encouraged to share and celebrate their own language and culture during lessons, and vocalise links they may identify between their first language, home culture and the core British values as well as any other languages and cultures explored in lessons.

#### **7. Special Educational Needs and Disabilities**

The international activities embedded in our curriculum should increase pupils' enjoyment for their learning. Well prepared, stimulating learning activities with an international focus aim to increase motivation and self-belief. Any pupil with Special Educational Needs and Disabilities is encouraged to fully participate in lessons through well managed group work, which allows children to collaborate and support each other. Teachers are prepared to adapt activities or give extra help where needed. In many cases the actions necessary to respond to an individual child's requirements for curriculum access will be met through greater differentiation of tasks, learning materials and additional adult support when needed.

#### **8. Information Communications & Technology**

Whenever appropriate, ICT is used to enhance the international learning activities. Pupils will be provided with opportunities to develop and apply their ICT skills and knowledge to support their

learning. They will use the internet selectively to find information, take part in whole class Skype video calls and emails to communicate with peers in other countries.

## 9. Role of the International Dimension Coordinator

- Taking an overall responsibility for successfully applying for the International School Award reaccreditation.
- Conducting an annual audit outlining the Trust's action plan for developing an International Dimension.
- Contributing towards a school policy statement on the International Dimension.
- Embedding an International Dimension in the curriculum by helping colleagues plan and deliver learning activities with an international focus.
- Helping the Trust to celebrate the rich and diverse cultural heritage and ethnic diversity within both schools through assemblies, international days and weeks, etc.
- Regularly evaluating the impact of international activities.
- Developing and maintaining resources to promote the International Dimension.
- Developing, monitoring and supporting global school links.
- To liaise with and support visitors from other countries.
- To be aware of LEA and national initiatives to promote the International Dimension and work alongside different agencies and partners in the development of an international dimension.

## Revision History

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1.0	November 2017	Amina Da'Ud Robyn Thwaites	
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Signed by	Date
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