

## The Cam Academy Trust INTERNATIONAL POLICY

Approved in consultation with the Audit and Risk Committee on behalf of the Trust Board:	5.3.2020
To be reviewed:	Every two years or as appropriate
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Responsible Officer:	Director of Intl. Education and Research – R. Hawkes
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### Aim

The fifth principle of all The Cam Academy Trust schools' states: "The curriculum inside and outside the classroom must have a clear international dimension". Every school expects each young person to take his or her place as a responsible citizen in our local and global society. Our schools support pupils in gaining an awareness of the wider world in which they live and some of the issues that affect them in the 21st century. As such, they seek to be international schools.

### The international principle

The four pillars of the Cam Trust international principle are:

- **High quality curriculum language provision KS2-KS5**  
*(variety of languages offered to most appropriate number of students/teaching methodology)*
- **Extensive range of extra-curricular international opportunities**  
*(including one-off events, sustained projects/programmes, competitions, trips)*
- **Rich, diverse partnerships with schools internationally**  
*(but also with other schools locally for the purpose of international activity)*
- **Global citizenship**  
*(in-curriculum, assembly programme, engagement with overseas visitors)*

All academies within CAT fulfil the trust's international principle by:

- welcoming visitors from other countries.
- seeking to develop students' understanding of global issues.
- providing opportunities to teach about different cultures within curriculum areas.
- developing and sustaining links between schools in different countries.
- supporting staff to organise a wide range of opportunities for students to experience different cultures both at home and abroad, for example through visits abroad.
- promoting opportunities for staff to take advantage of professional development in other countries and provide training opportunities for staff from other countries.
- celebrating cultural and ethnic diversity in all aspects of school life, both inside and outside of the classroom.
- recognising and supporting the study of languages in creating global citizens.

The trust will ensure that all pupils develop into global citizens who value diversity, through:

- well planned curricular provision, with the international dimension mapped across every subject area in each academy.

- cross-curricular themes, including personal, social and health education (PSHE), and social, moral, spiritual and cultural education (SMSC) which include an international dimension delivered through assemblies and the tutorial programmes.
- knowledge-building, awareness-raising, principled advocacy and activism on a range of global issues
- extra-curricular provision which includes an international dimension.
- effective partnership with partners beyond the trust, including at least one with an international partner.
- the opportunity for all pupils to interact directly with people from other countries and/or cultures.

Each school seeks to achieve these aims through a range of activities. Individual academies may choose to focus on different aspects of the international dimension, and these will be articulated within their own school specific planning documents.

Each academy:

- co-ordinates this work through a named International Co-ordinator.
- plans this work through a group of staff in different subject areas who work together to promote international aspects of the work of the school.
- has this work recognised by accreditation through the British Council International School Award.

The learning of modern foreign languages is central to the fulfilment of the CAT trust's international principle. CAT academies promote the learning of modern foreign languages throughout pupils' education at each key stage.

#### Key Stage 1

At KS1, when the teaching of foreign languages is non-statutory, any opportunities for positive learning experiences of additional languages, through song, rhymes, poems and/or word games, are encouraged, particularly when these may enable learners from a variety of backgrounds to share their cultural and/or linguistic heritage with their peers in the classroom. Early exposure to other languages is likely to stimulate curiosity and interest in the wider world.

#### Key Stages 2 and 3

The statutory phase of language learning comprises the seven years of KS2 and KS3. CAT academies are committed to fulfil the aims and deliver the learning outcomes of the National Curriculum Languages programmes of study for both key stages. In brief, these are to ensure that all pupils at KS2:

- develop their interest in the language(s) and culture(s) of other countries.
- develop their practical communication skills by understanding and responding to both spoken and written language.
- make substantial progress in one language (although they may have additional opportunities to learn more than one language).
- understand basic grammar appropriate to the language studied.
- have a solid foundation for further language study at KS3, where possible in the same language that will be studied at KS3.

At KS3, curriculum provision and high-quality teaching aim to ensure that all pupils:

- develop their ability to communicate clearly and spontaneously in speech and writing in at least one foreign language.
- increase and consolidate a substantial, core vocabulary in long-term memory.
- increase their knowledge and accurate use of core grammar, spelling and punctuation.
- have the opportunity, within and beyond the classroom, to become more independent users of the foreign language.
- are encouraged to develop an intrinsic interest in the language, culture and people of other countries.

#### Key Stage 4

At KS4, CAT academies ultimately aim for the vast majority of students to study a foreign language, (e.g., as currently expressed in the government's targets in 2020), and individual whole school development plans reflect this intention.

#### Key Stage 5

CAT academies are committed to meeting the needs of students who intend to study languages at KS5. Moreover, they actively promote and encourage potential A level linguists within their own schools and beyond through:

- strong advocacy throughout KS3 and KS4.
- appropriate opportunities for taster experiences of higher-level work in lessons, including grammar-based tasks and authentic resources.
- external visitors, including past A level students and native speakers.
- a range of local and international visits and projects.

Finally, the trust will ensure strong achievement in languages by:

- providing the highest quality of teaching in its academies.
- establishing coherence in the language curriculum across key stages.
- taking every opportunity to join up language learning experiences, particularly at the crucial transition between KS2 and KS3.