# **DEVELOP OPPORTUNITIES FOR GREATER DIVERSITY AND INTERNATIONAL CITIZENSHIP**

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#### <u>Context</u>

We are a small outstanding rural school in Bedfordshire. Our last Ofsted was in 2009.

Data year on year is consistently good, above LA and national average. We have 70 children on roll, no EAL and one PP child who is now ever6.

So as a school and as part of the SDP we also look at what else we can offer.

## **Evaluation and Next Steps**

Although all staff members are on board with the project it has initially had more of an impact in my KS2 class. But what it has done is develop a platform to further develop and embed making it sustainable. These links will become more accessible in the future. Peer representation on project from September will keep focus a high priority. Students awareness and focus will be developed, reviewed in the SDP and develop further opportunities for greater diversity and international citizenship To work towards achieving the Quality mark A project is already being developed based on the environment, our whole

school theme next year.

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#### Starting point

Previously as a school we had recently focused on SMSC and explicitly embedding it into our practise. It was following a meeting with a mentor from the British Council, who introduced us to **eTwinning**, that we knew this was something we could implement to further our practise. This then became the focus of my project.

- <u>Next Step</u> to create and develop an **eTwinning** project that the whole school could be part of
- Find a partner school
- Outline and agree your project
- Get it authorised by British council
- Design a timetable of planned activities
- Invite other schools to take part
- Promote to parents, governors
- Get all teachers on board and fully signed up to it as a whole school project
  Engage children
- Clear vision
- Mini manageable tasks
- Updates through staff meetings, curriculum evenings and to governors.

Initial analysis of project (hasn't been running long enough to look at impact across whole school, but looked t impact within my classroom)

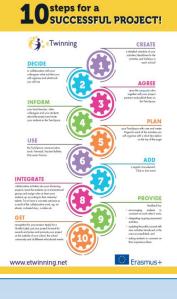
100% state that eTwinning has had a positive impact on increasing their awareness and understanding of the world around them part of curriculum
71% were motivated to research the countries and cultures of the project in their own time posters and research sheets

100% of my class feel part of a bigger classroom collaborating on work and outcomes World Book Day, map work, tours of schools, local environment
88% felt we shared our values and belief with others sports relief video,
Hakka, school mottos

Twinning evaluative	Increasing students' motivation	67%	27%	4% <mark>2%</mark>
esults on impact of	Developing students' learning	55%	36%	7% 2%
rojects.	skills	3378	0076	· / • 1/•
/e will use these	Fostering collaborative work among students	54%	37%	7 <mark>% 2%</mark>
uestions in a survey	Improving the learning of students with special	54%	36%	8 <mark>% 2%</mark>
t the end of next	educational needs Developing students' autonomy			
cademic year as	and ability to take responsibility for their own learning	49%	39%	<mark>9% 3</mark> %
Twinning becomes	Improving personal relations	40%	36% 1	6% 8%
art of our weekly	among students			
urriculum		% 10% 20% 30% 40% 50%	60% 70% 80%	90% 100
	1			

### Aims and Outcomes

- Tangible outcomes
- Concrete ideas of project values
- Process and results
- National quality
- Pedagogical innovation
- Curricular integration
- Communication and exchange between partner schools
- Collaboration between partner schools
- Use of technology and develop digital skills
- To appreciate others beliefs and values
- To develop presentation skills
- To find out about other cultures in our continent
- To link with school values



#### Expected Results

Children will develop their curiosity, enthusiasm and motivation to find out more about the world around them and they will have an insight into different cultures and beliefs and appreciate how we all have a common thread

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