

Policy agreed: Spring 2015

"The International Primary Curriculum is a comprehensive, thematic, creative curriculum with a clear process of learning and with specific learning goals for every subject, for international mindedness and for personal learning."

1. Introduction

- 1.1 St Leonard's Primary School is part of a learning community across the World that uses the IPC as their planned curriculum. The IPC aims to create motivated and enthusiastic children, who are internationally minded and globally aware citizens of the future. We are committed to providing a broad, challenging and stimulating curriculum that enables children to acquire the **skills, knowledge** and **understanding** needed in our ever changing world.
- 1.2 The IPC contains learning goals for every **subject** of the curriculum, for **personal** development and also for the development of **international** understanding.
- 1.3 The **subject learning** goals cover the knowledge (facts and information), the skills (practical abilities the children need to be able to do) and the understanding (awareness of concepts developed over time) of specific areas of learning (language, science, computing, design technology, history, geography, music, art and society.)
- 1.4 The **personal goals** refer to those individual qualities and dispositions we believe children will find essential in the 21st century. They help to develop those qualities that will enable children to be at ease with the continually changing context of their lives. There are personal goals for enquiry, resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability. At St Leonard's we foster these qualities through robust, creative and challenging teaching.
- 1.5 As a multicultural, multiracial establishment, we have a strong element of **internationalism** built into learning. Through IPC we aim to create motivated and enthusiastic children who are internationally minded and are globally aware citizens of the future.
- 1.6 There are currently over eighty different units of learning from which to choose, which will engage the children in experiential and collaborative activities, to encourage the development of social /emotional and independent learning skills.

2. Aims and Objectives

2.1 This policy aims to:

- Help create internationally-minded children.
- Promote a life-long love of learning in children.
- Develop a sense of their own nationality and culture at the same time as developing growing respect for the nationalities and cultures of others.
- Develop the natural curiosity of children about the world around them.
- Develop questioning and enquiring minds through a range of experiences.
- Help children develop the skills to make systematic enquiries.

- Support children in learning and developing research skills.
- Develop links between discrete subjects through topic based learning.
- Support the teaching of Literacy.
- Develop home-school links.
- Support the implementation of the New National Curriculum in foundation subjects.

2.2 The elements of **International Mindedness** within the IPC will enable our children to acquire:-

- A knowledge and understanding of one's own national culture. International is both inter and national.
- An awareness and understanding of the independence of and the interdependence between peoples.
- An awareness and understanding of the independence of and interdependence between countries.
- An awareness and understanding of the essential similarities between the peoples and countries of the world.
- A developing ability to be at ease with others who are different from ourselves.

3. Organisation and Planning

3.1 The classroom work is thematically based (See IPC **Routeplanner**). Each theme lasts for a set number of weeks. The children focus on one particular subject for a certain number of weeks before moving onto another subject. The units have been carefully selected to ensure the National Curriculum is being covered.

3.2 The learning stages are called "**Mileposts**". These are attributed to the different Key stages of the National Curriculum. The Early Years Programme is the Early Years Foundation Stage; Milepost One is Key stage 1; Milepost Two is Lower Key stage 2 (years 3 and 4); Milepost Three is Upper Key stage Two (years 5 and 6).

3.3 EYFS

- The EYFS has a programme linked to its three prime areas of learning (Communication and Language, Physical Development, Personal, Social and Emotional Development) and the four specific areas of learning, (Literacy, Mathematics, Understanding the World, and Expressive Arts and Design)
- The **Four IPC Early Years Learning Strands** are:
Independence and interdependence: (This strand focuses on the children's personal goals and their relationships with other children)
Communicating: (This strand is about developing skills in communication including speaking and listening, reading and writing, numeracy work and the expressive arts)
Exploring: (Through this strand the children's skills in inquiry are developed)
Healthy Living: (Children are encouraged to understand how to look after themselves and each other).

3.2 KS1 and KS2

- The units are structured and planned to be engaging and active, in order to create autonomous learners. Learning is relevant to the children, and placed in a context that is meaningful to their present lives. Children share responsibility for their learning with their teachers, parents and carers, fostering enthusiasm and a thirst for learning.

- At the beginning of the unit the children are made clear of their learning targets, which show development in skills, knowledge and understanding in each of the foundation subjects being taught.

3.3 Structure of learning

- We introduce our theme with an '**Entry Point**,' which provides the stimulus for engaging the children's interest. This ensures that all children have a good base knowledge before starting their studies.
- We conduct a '**Knowledge Harvest**' together, which helps us find out what the children already know- a vital planning strategy.
- Discussing the "**Big Picture**," the children are then made aware of the learning targets and the journey of discovery that they will be making.
- Through the planned learning activities we encourage them to access information and ideas through a range of visual, auditory and kinesthetic learning styles.
- Through our carefully constructed questions we help them think in ways which respond to their different abilities and move them closer to reaching the learning goals.
- The children are assessed at regular points, and they are also given opportunities for self-evaluation.
- The work achieved is celebrated with an "**Exit Point**," in which the children are assessed on the learning that has taken place. Parents are invited to these times, and they can take the form of a short presentation in class, assembly, or open class.

3.4 Each child has its own IPC book, in which all work is recorded. This may be in the form of different forms of writing, leaflets, posters, graphs and charts, photos or art work. This enables teachers to evidence, assess and plan across the varied curriculum areas.

4. Assessment

4.1 In the National Curriculum all statements begin with the phrase 'All pupils should be taught to...' Each Programme of Study is divided into two sections, the first is knowledge, skills and understanding and the second outlines the Breadth of Study. The IPC statements may begin in one of three ways: 'I will know', 'I will understand' or 'I will be able to...' indicating the areas of knowledge, understanding and skills learnt.

4.2 "**Assessment For Learning**"(AFL) has the following roles:

- It helps us assess children's learning and progress.
- It encourages and enables children to assess their own learning.
- It provides tools and guidance to help us use assessment to improve children's learning, not just record which learning stage they are at.
- It enables us to monitor individual children's learning and the learning of whole classes, and compare this to the learning of other classes across the mileposts.

4.3 **The IPC AFL Programme:**

- Identifies the key learning goals in eight subjects and international mindedness.
- Provides rubrics for teachers that describe children's performance in terms of beginning, developing and mastering.
- Provides the same rubrics for children but in language specially written for them.

- Provides advice for teachers and children on how to help children move from one level to the next.
- The stages are recorded on the IPC website and the corresponding grid on SIMS.

5. Role of Subject Leader:

To lead the subject by:

- 5.1 Maintaining an awareness of any changes and updates to the IPC Curriculum.
- 5.2 Developing close links with leaders and strategists at IPC in order to maximise the full curriculum.
- 5.3 Writing and updating the IPC policy in the light of initiatives and change to IPC and NC; monitoring the development of each subject throughout the school.
- 5.4 Liaising closely and regularly with the Foundation Subject Leaders in order to provide a consistent whole- school monitoring and support system.
- 5.5 Guiding, challenging and supporting teachers in this subject, in liaison with Foundation Subject Leaders.
- 5.6 Monitoring the effectiveness of the planned and delivered curriculum specifically in IPC through lesson observations and teachers' own evaluations.
- 5.7 Monitoring pupils' progress in IPC through work scrutiny and assessment.
- 5.8 Monitoring classroom practices and giving guidelines across the curriculum to ensure the development of subject skills.
- 5.9 Auditing and monitoring resources throughout the school to ensure that there are sufficient age- appropriate resources for effective teaching and learning.
- 5.10 Ensuring that staff are continually aware of new developments in IPC and effective CPD is delivered on a regular basis.

6 Inclusion

6.1 SEND/ GIFTED AND TALENTED

At St Leonard's all children are given the opportunity to achieve their full potential. Work is differentiated according to ability and achievement. Children with SEN will be supported at their appropriate level and targets set according to individual needs.

6.2 PUPIL PREMIUM FUNDING

Disadvantaged children are monitored in line with school's inclusion policy.

6.3 EQUAL OPPORTUNITIES

We believe that all children irrespective of race, ability and gender should have equal access to the IPC curriculum.

7 Health and Safety

- 7.1 In class- based lessons health and safety regulations apply as in any other subject.
- 7.2 When on trips as part of learning, risk assessments are taken in line with school policy.

8 Church and Community Links

- 8.1 Effective, sustained contact between home, school and the local community is vital to the development of any child. Parents and other adults in the local community can be a valuable source of information and offer skills that can extend the work of the classroom into the locality. All visits in and out of school are carefully planned and all input is shared beforehand to ensure content is appropriate and relevant.
- 8.2 As well as attending Exit Points, we encourage parents to come into school and share their expertise with the children at certain, relevant points in the unit. There is a real sense of shared learning happening at these time which gives both parents and children a better understanding of the learning at school. This also encourages autonomous and independent learning.

8.3 Quality assuring input from an external agency

There are often issues relating to quality assuring the work of external agencies delivering activities in schools. External agencies often deliver specialist input as part of the curriculum, for example Theatre in Education, advice and curriculum workshops. For this work to be of benefit to pupils, we assess the suitability and effectiveness of input and ensure that:

A member of school staff is always present during external agency delivery
Any messages communicated to pupils are consistent with the ethos of the school
Activities are complementary to the curriculum, properly embedded in planning and clearly mapped to schemes of work to avoid contradictory messages or duplication
Activities are matched to the needs of pupils
Activities are carefully evaluated by schools to ensure that they are effective

Where external agencies are used, we follow the guidance set out by the London Borough of Lambeth in their document, Guidance for Schools - External Agencies; this includes the completion of relevant risk forms where appropriate.

9. Curriculum Map

- 9.1 Long Term Planning- Routeplanner
- 9.2 Medium Term Planning- Given to SL for monitoring
- 9.3 Daily Plans- Using IPC document

10. Monitoring and Review

- The policy will be reviewed as part of the school's monitoring cycle.