



## **International Primary Curriculum (IPC) Policy Statement**

### **Introduction**

All non-core subjects are broken down by Key Stage and are taught through the International Primary Curriculum. The International Primary Curriculum (IPC) is a comprehensive, thematic, creative curriculum for 3-11 year olds, with a clear process of learning and with specific learning goals for every subject, for international mindedness and for personal learning.

The IPC has been designed to ensure rigorous learning but also to help teachers make all learning exciting, active and meaningful for children. Learning with the IPC takes a global approach; helping children to connect their learning to where they are living now as well as looking at the learning from the perspective of other people in other countries. The IPC is used by schools in more than 92 countries around the world.

### **IPC Learning Goals**

The Learning Goals are the foundation on which the International Primary Curriculum is built. The Learning Goals define what children might be expected to know, what they might be able to do and the understandings they might develop as they move through school. Well written learning goals guide teaching and learning and help to focus assessment and evaluation.

### **The subject goals**

The subject goals cover the knowledge (the facts and information children might learn), the skills (those practical abilities children need to be able to do) and the understandings (the deeper awareness of key concepts which develops over time). There are subject Learning Goals for Language Arts, Mathematics, Science, Information Technology, Design Technology, History, Geography, Music, Physical Education, Art and Society.

### **The personal goals**

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.

## The international goals

The International Primary Curriculum is unique in defining learning goals that help young children begin the move towards an increasingly sophisticated national and international perspective.

## Knowledge, skills and understanding

All the IPC learning goals include the development of knowledge, skills and understanding; an essential combination to ensure the most effective learning experience. The learning tasks within each IPC unit guide teachers through the process of helping children develop their knowledge, skills and understanding.

## Rationale

Westwood with Iford School is part of a learning community of schools across the world that uses the International Primary Curriculum (IPC) as their planned curriculum. There are currently over one hundred different units of learning for our team to choose from. Firstly, this releases our teaching staff from the onerous task of planning the 'what', thereby providing time and energy to focus on the 'how' which inspires learners in a creative curriculum. Secondly, this unique curriculum has a strong element of internationalism built into learning. For our children at Westwood with Iford, we recognise the constraints on cultural provision in a rural area of the U.K. By adopting the IPC, we are central to a learning global community. The elements of this **International Dimension** will encourage our children to:

- Recognise their own culture and have a sense of identity
- Be open-minded
- Be respectful of other cultures and beliefs (be sensitive to other cultures and beliefs)
- Be aware of and be able to celebrate diversity and commonality
- Have respect for and value other people and their ideas and opinions
- Be able to communicate (have good interpersonal skills)
- Be adaptable
- Be aware of and have an interest in global issues

## Expectations

In order to facilitate an inspiring and engaging learning experience for all children, teachers in Years 1 to Year 6 will plan, assess and support learning in the subjects of History, Geography, Science, Information and Communication Technology, Music, Physical Education and Society and also the IPC Personal Learning Goals and the International Learning Goals. Children in EYFS will follow the same principles of IPC teaching and learning to their own topics and units of work.

Where gaps are identified within any of the above subjects through the teaching of IPC these will be filled through the use of the schools own planning and other commercial schemes of work.

## Planning for IPC Learning

The Head teacher and subject leaders will review IPC unit planning regularly through classroom observations, work scrutiny, assessment scrutiny and discussions with both pupils and staff. Teacher's planning must be based on the IPC learning goals apart from when 'gaps' have been identified.

- In an IPC unit, if a task is removed or changed a new one should be written to ensure the learning goals are not missed out and curriculum coverage is ensured. Teachers should ensure that their IPC unit document is annotated to reflect changes ready to be passed on the next teacher, where necessary.

- Annotated IPC planning must show which IPC learning goals are being taught, although these should be identified in curriculum books in the form of a learning objective.
- Teachers must evaluate their IPC plans after each lesson taught, highlighting what went well, what did not, how the children achieved and any changes that need to be made in the future.
- Parents will receive an overview at the start of each half term explaining what will be covered in the current IPC unit and how they can support their children’s learning in the home.
- Planning must ensure that children have experience of each of the five key brain friendly elements of the IPC:

- Entry Point
- Knowledge Harvest – to be displayed in every classroom for every unit
- Learning Styles (VAK)
- Multiple Intelligences
- Research and Recording – including the use of Computing technologies and blogs

- An exit point should be planned for the end of every unit even if not obviously evident within the unit. Where possible this should include the parents of the children in the year group.

- The National Curriculum learning outcomes are covered by the learning goals of the IPC.

The table below shows the age ranges and the National Curriculum with IPC.

|              |            | Reception |             |
|--------------|------------|-----------|-------------|
| Up to Age 6  | Milepost 1 | Year 1    | Key Stage 1 |
| Up to Age 7  |            | Year 2    | Key Stage 1 |
| Up to Age 8  | Milepost 2 | Year 3    | Key Stage 2 |
| Up to Age 9  |            | Year 4    | Key Stage 2 |
| Up to Age 10 | Milepost 3 | Year 5    | Key Stage 2 |
| Up to Age 11 |            | Year 6    | Key Stage 2 |

Table 2 below shows the subjects for which there are learning goals in the National Curriculum and International Primary Curriculum.

| National Curriculum                            | International Primary Curriculum  |
|--|---|
| <b>Programmes of Study</b>                     | <b>Subject Goals</b>  |
| Art and Design                                 | Art   |
| Geography                                      | Geography   |
| History  | History   |
| Information and Communications Technology      | Information and Communication Technology  |
| English  | Language Arts (taught independently or cross-curricular dependent on situation) |
| Modern Foreign Languages                       | Additional Language   |
| Mathematics                                    | Mathematics (Taught independently)  |
| Music  | Music   |
| PE   | PE  |
| Science  | Science   |
| Design and Technology                          | Technology  |
| Citizenship (KS1 & 2 non-statutory guidelines) | Society   |

## **Unit route**

Staff plan a two year cycle of units, which cover the full range of subjects over a two year period. These route plans can be found on our school website [westwoodwithiford.org](http://westwoodwithiford.org) on each class **Curriculum** page.

## **Support for IPC learning**

- Children should be made aware of the overall theme (the big picture) and should be able to articulate what they are learning in terms of the big picture. The big picture must be displayed in each classroom in a place that is accessible for the children and referred to regularly.
- Children should use different resources for their research and recording including books, computers and real artefacts etc.
- Where possible, field trips and educational visits should also be planned and undertaken to support learning and teaching.
- Children need to be taught in such a way that they develop the personal qualities of enquiry, adaptability, resilience, morality, communication, thoughtfulness, cooperation and respect.

## **PSHCE**

The school uses the Learn4Life framework for PSHCE. Where appropriate, the IPC Society and Personal goals are incorporated into a term's learning.

## **The IPC/National Curriculum for England**

- 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: 'Know', 'Understand' or 'Be able to' indicating the areas of knowledge, understanding and skills
- Other differences include the IPC principle of learning with the 'bigger picture' in mind both through its unit themes and through learning goal
- The IPC takes a more global perspective and in particular, focuses on the host country/home country idea for comparisons. The NC asks for a greater focus on Britain and Europe, particularly in history.
- IPC society and international are not identified by specific learning goals in the National Curriculum. To some extent these are covered in the non-statutory guidelines for citizenship, PSHE and the statement of values

## **Resources**

All IPC unit coverage is obtained from the IPC website via provided passwords and paper copies are kept of the units being undertaken. All teaching staff have access to an IPC virtual members' lounge where further resources are available.

## **The IPC Classroom**

- The big picture should be displayed at the start of each unit and referred to and used whenever possible.
- An IPC learning wall should be evident in every classroom linked to the current IPC unit being taught, indicating what the children already know, what they want to find out and what they have found out. This should be updated during the unit.

- An IPC display should be evident in every classroom either to support or celebrate learning, linked to the current IPC unit being taught.

Where necessary key vocabulary linked to the current IPC unit being taught should be displayed in the classroom and on the VCOP board.

### **Assessing for IPC Learning**

- All adults working with the children within the classroom need to be committed to finding out and recording whether the children have learned and how to improve their learning.
- Assessment must begin with the Knowledge Harvest at the start of each unit. This is to take the form of a mind map which each child is required to do reflecting what they think they know about the unit to be taught. A separate mind map should also be completed by each child at the end of each unit to demonstrate their learning from the unit. Evidence of IPC learning should be recorded for every session in each child's curriculum book showing a breadth of work and progress over time.
- The Head teacher and subject leaders will carry out book scrutinies throughout the year.

### **Assessment for Learning(AfL)**

An online IPC AfL system is in place that:-

- Helps us assess children's learning and progress;
- Encourages and enables children to assess their own learning;
- Provides tools and guidance to help us use assessment to improve children's learning, not just record which learning stage they are at;
- 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;
- Children's progress in English and Mathematics is assessed half termly and recorded on our Classroom Monitor tracking system. We use a range of assessment procedures and programmes;
- Children's progress in the IPC takes place at the end of every unit of work.

### **Monitoring and evaluation**

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

Date for Review: September 2021