

Pott Shrigley and Bollington St John's
Church of England Primary Schools



Sharing our Gifts and Growing our Talents Together

Curriculum Policy

Rationale

The Federation is part of a learning community of schools across the world that uses the IPC as their planned curriculum. There are currently over seventy 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 across the federation, 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 the International Dimension for 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

Beliefs and Principles

The International Primary Curriculum is a practical tool for teachers to help children learn. Behind the practical components of the IPC are a number of beliefs about education, teaching, learning and curriculum that govern both the contents of the IPC and the way it works.

Learning

Children's learning is the central purpose of everything connected with the IPC. Helping children learn – academically, socially, spiritually, emotionally, and physically – is the only real purpose of schools.

Children's learning will respond to their current and future personal needs, their future career needs and the needs of the varied societies and cultural groups in which they are likely to play a part.

Learning is planned to be active, in the sense that children must engage with their own learning. For primary children, this means that learning, relevant to the future is placed in a context that is meaningful to their present lives.

Children share responsibility for their learning with their teachers, parents and carers.

The proportion of responsibility each bears will depend on the age and characteristics of the children. Nevertheless, learning is constructed in such a way that, by the end of the primary years, children begin to see and experience the potential for taking responsibility for their own learning.

Each child in the school will undertake a unit of work every two years which relates to how they learn. They will understand more about how the brain works and they will develop strategies to

assist their learning such as mind maps. They will begin to understand how they may have a preferred learning style and how it is important to experience a range of learning styles.

Teaching

The purpose of teaching is to facilitate children’s learning in appropriate ways. Wherever possible, teaching is always planned to be enjoyable.

The ownership of ‘good’ teaching is rooted more in the highly developed learning of children, than it is in highly enjoyable teaching or successful curriculum development.

Teachers of primary children are both teacher-as-facilitator and teacher-as-deliverer.

Teachers are likely to be more successful in helping children learn if they work closely with colleagues, parents and other members of the child’s community.

Across the federation, the emphasis is on staff spending more time thinking about helping individual children learn than writing whole-school curricula. We, therefore, support staff with well-designed, up-to-date, practical and relevant help.

An International Primary Curriculum

Both schools in the federation use the International Primary Curriculum to create an effective curriculum that provides the most appropriate support for teachers and others to develop children’s learning.

Our curriculum begins with a set of standards of learning outcomes which clearly defines what children should be capable of at certain important periods of their development.

These standards are explicitly described in terms of the knowledge children should acquire, the skills they should be able to demonstrate and the understanding they should develop. Not all of these standards or learning outcomes are measurable. Some will require judgement.

The curriculum provides opportunities for teachers to assess or judge the quality of children’s learning through a range of assessment or evaluative opportunities.

The curriculum addresses the development of knowledge, skills and understanding in three key areas – subjects, personal development and international understanding.

Our curriculum design is influenced by two ideas. First, the key concepts of independence and interdependence which underpin our view of what it is to have an international mindset and, second, the lessons learnt as a result of a decade of research into the brain and the development of brain-friendly learning and teaching strategies.

The National Curriculum learning outcomes are covered by the learning goals of the IPC. Table 1 below shows the age ranges and the National Curriculum with IPC.

Age	IPC	UK classes	National Curriculum
Up to age 5	Early Years programme	Reception	EYFS
Ages 6-7	Milepost 1	Year ½	Key Stage One
Ages 8-9	Milepost 2	Year ¾	Key Stage Two
Ages 10-11	Milepost 3	Year 5/6	Key Stage Two

Table 2 below shows the subjects for which there are learning goals in the National Curriculum and IPC:

National Curriculum	IPC
Programmes of study	Subject Goals
Art and design Geography History Information and Communications Technology English Modern Foreign languages Mathematics Music P.E. Science Design and technology Citizenship (NB:KS1 & 2 non statutory guidelines only) Other non statutory guidelines PSHE Statement of values	Art Geography History Information Communications and Technology Language Arts Additional language Mathematics Music P.E. Science Technology Society Other goals Personal International

Unit Route

Staff plan a two year cycle of units (three year in the case of class one), which cover the full range of subjects over a two/three year period. Units are reviewed and updated regularly.

PSHE

The school uses the SEAL framework for PSHE along with SUMO4Schools Primary and other Cheshire East material to support Drugs Education and Sex and Relationships Education. The IPC Society and Personal goals are incorporated into a term's learning.

The IPC/NC for England

NOTES

- 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. (Bollington St. John's and Pott Shrigley School have adapted this to home/adoptive country.) 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 on the school network, on-line via provided passwords and paper copies are available at both sites. All teaching staff have access to an IPC virtual members lounge where further resources are available.

The Learning Goals & Background information file is also in the staff rooms on both sites

Assessment for Learning(A4L)

An A4L 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, Mathematics and Science is continually and recorded on our tracking documents. We also review our assessment of the foundation subjects.

Date: October 2015