

# Grange Primary School

## IPC Policy

September 2016

### **Rationale**

At Grange we recognise the fundamental importance of promoting and developing a global understanding. We have decided to adopt the IPC throughout our school as it creates a highly engaging and motivating learning atmosphere that enables our pupils to develop positive and inquisitive attitudes to our changing world.

Grange is part of a learning community of schools across the world that uses the IPC (International Primary Curriculum) 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. By adopting the IPC, we are central to a global learning community. The elements of the International Dimension enables opportunities 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 of 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.

## **Teaching**

The purpose of teaching is to **facilitate** children's learning in appropriate ways. Wherever possible, teaching is always planned to be **enjoyable** for children and adults alike. Good teaching enables the highly developed **independent** learning of our children. At Grange we believe that teachers are likely to be more successful in helping children learn if they:

- are **enthusiastic**
- can **motivate** and involve children in their own learning
- help children to **understand** where they are in their learning, and what they need to do to **progress**
- work closely with colleagues, parents and other members of the child's **community**

At Grange, staff spend time thinking about helping individual children learn (learning styles, how individual children are motivated, specific learning needs etc). We therefore support staff with well-designed, up-to-date, practical and relevant support and guidance through the IPC.

## **Roles and Responsibilities**

The IPC Coordinator is responsible for:

- Enhancing the quality of IPC teaching through training and management of the curriculum
- Monitoring and supporting planning and evaluation of IPC lessons.
- Developing and supporting the assessment of children in all skills relating to IPC
- Ordering and maintaining resources
- Ensure and support teachers in their use of ICT to support and enhance the children's learning of geography

**The class teachers are responsible for:**

- Planning and implementing the IPC curriculum
- Collecting, organising and evaluating resources for IPC lessons
- Assessment of children's IPC learning and following the school marking policy to provide effective feedback to move learning forward
- Ensuring the quality of IPC teaching in their lessons is in line with the school policy
- Ensure that IPC learning and skills are reflected in displays throughout the school

## **Internationalism**

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

- recognise their own culture and have a sense of identity
- be open-minded
- respect and 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
- communicate confidently (have good interpersonal skills)
- be adaptable
- be aware of and have an interest in global issues

### Learning Outcomes

Grange uses the International Primary Curriculum to create an effective, rigorous and challenging curriculum that provides strong support for staff to extend children's learning (see appendix 1 for current curriculum maps for milepost 1, 2 and 3)

Our curriculum begins with a set of **standards** of learning outcomes which clearly define 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. 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 National Curriculum learning outcomes are covered by the learning goals of the IPC. The curriculum addresses the development of knowledge, skills and understanding in three key areas – subjects (see table below), personal development and international understanding.

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	Nursery & Reception	Early Years Foundation Stage
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 Programmes of Study	IPC Subject goals
Art and Design	Art
Geography	Geography
History	History
Information and Communications Technology	Information and Communications Technology
English	Language Arts
Modern Foreign Languages	Additional language
Mathematics	Mathematics
Music	Music
PE	PE
Science	Science
Design and Technology	Technology
Citizenship (NB: KS1 & 2 non statutory guidelines only)	Society
Other non statutory guidelines	Other goals
PSHE	Personal
Statement of values	International

### **Curriculum Framework (see appendix)**

Teachers in each Milepost teach a **two year cycle** of units which cover the full range of subjects over a two year period. Teachers work collaboratively within Mileposts to plan and team teach where possible. Literacy and Numeracy are linked wherever appropriate to ensure learning is contextualised. Coverage is checked by the IPC route planning service.

### **The IPC / NC for England**

The new national curriculum was introduced in September 2014 and has been embedded into the Grange Primary School curriculum. All staff worked alongside an IPC consultant to plan out the two year cycle that matched all objectives for the national curriculum through the IPC approach. This is evidenced through the IPC matching documents. This has impacted on our approach to IPC, as although science is still taught through IPC, it is also taught explicitly in separate lessons. 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 than the National Curriculum. IPC society and international outcomes 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 planning is kept in IPC folders in the Deputy Headteachers office, and on-line via provided passwords. All teaching staff have access to an IPC virtual members lounge where further resources are available. Espresso also links with IPC to provide resources and activities for staff and children. A list of resources is available in each Unit plan.

## **Art, Design and Technology**

Through the IPC curriculum planning, we foster and encourage an understanding and enjoyment of art, craft and design through providing experiences to enable learners to -

- Experience a broad and balanced range of art activities and show progression within these experiences.
- Show development of ideas and their own skills through the use of a sketchbook.
- Develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media.
- Develop use of a range of tools, media and processes.
- Develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work.
- Provide opportunities for studying historical, cultural and religious art through art extend and enrich other curriculum areas.

Our IPC planning includes opportunities in art and design for-

- Children to work individually, in pairs or in larger groups
- Preliminary investigation work through the use of sketch books
- First-hand experience
- Visiting artists to work with children to give them the experience of working with a professional
- Use of a range of materials (2D and 3D), ICT, artefacts and visits out in the surrounding area
- Evaluation of ideas and methods
- Children to see that their work is valued, celebrated and displayed around the school

Each child has their own Art and Design sketchbook which they take with them to the next class. This provides a record of the child's learning and progress in art as part of their art portfolio.

## **Cooking and Nutrition**

The national curriculum for cooking and nutrition aims to ensure that all pupils: understand and apply the principles of nutrition and learn how to cook through the IPC curriculum linked cookery lessons.

### **Key stage 1**

- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where food comes from.

### **Key stage 2**

Pupils need to understand and apply the principles of a healthy and varied diet -

- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

## **History and Geography**

At Grange, we see geography as a study of people, places and the environment, at both a local and global scale. We deliver this through the IPC curriculum. The children need to recognise both and see that the local community reflects and supports the global community. Children are encouraged to think of how they can be global citizens and how their lives impact on the global community.

Geography is taught as a curriculum subject as well as through cross curricular links, especially with ICT and citizenship. We are developing a culturally inclusive curriculum where topics reflect the local community as much as possible. We expect a high quality of teaching in geography and suggest that the following teaching styles are incorporated into planning to enhance the quality of learning and teaching in geography:

- Creative arts – teaching through drama, music, dance, and art.
- Use of ICT – interactive whiteboards, classroom computers, laptops, websites, geography software and iPads (where available)
- Cross curricular links wherever possible.
- High quality culturally relevant resources.

The aim of history teaching here at Grange Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites that are local and of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognize and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

## **RE**

RE is taught explicitly across the school and follows the agreed local syllabus.

## **PSHE and SEAL**

PSHE and SEAL are important parts of our school curriculum that helps to give pupils the knowledge and understanding they need to lead confident, healthy, independent lives and to become informed, responsible citizens. They are taught both intrinsically through other subjects like science and PE and explicitly during PSHE, assembly and Circle Time lessons. Where appropriate, the IPC Society and Personal goals are incorporated into a term's learning. PSHE topics also form part of our Collective Worship time. Sex & Relationships Education will be linked to our Personal Social Health Education Programme.

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

An 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

FND staff use the Early Learning Goals to assess skills development.

Key skills assessment in all foundation subjects are planned into the curriculum framework to ensure that all subjects are assessed at the end of the year

In addition, children's progress in English and Mathematics is assessed termly and recorded on our tracking documents. We use a range of assessment procedures and programmes, including APP (Assessing Pupil Progress) for Maths and Reading and Writing.

Our Assessment for Learning Programme plays a crucial role in helping us help children learn.

### **SEND within IPC**

At Grange Primary School we aim to ensure the needs of all pupils, including those with SEND, are met. We seek to ensure that all barriers to learning are removed to enable children with SEND to be offered full access to a broad, balanced and relevant education. This may include aspects such as adapting the curriculum, and/or resources. For example, more first-hand experiences through visits and visitors, additional visual resources and scaffolding resources for recording ideas. All staff at Grange Primary School have the highest aspirations for all their pupils, including those with SEND, and promote high expectations.

### **Monitoring and evaluation of IPC**

Monitoring will take place termly and will be led by the IPC Leader alongside the IPC Learning Team. It will include:

- Monitoring of books
- Monitoring of teaching and learning
- Monitoring of classroom environments
- Discussions with pupils
- Monitoring of planning

Review, monitoring and evaluation of the IPC will be delivered through:

- staff meetings
- learning walks
- INSET

### **SMSC in IPC**

At Grange Primary School the promotion of pupils' spiritual, moral, social and cultural education is considered to be a whole school issue. Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values and planned time for reflection. This policy supports and reinforces the aims of Grange Primary School, valuing all children and staff equally and as individuals. The teaching of IPC makes a contribution to IPC through:

- Looking at the creation and evolution of British and international History;

- Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism
- Showing an awareness of the moral implications of the actions of historical figures
- Opportunities for reflection on the creation, earth's origins, future and diversity are given
- Reflection on the fair distribution of the earth's resources and issues surrounding climate and change and how this impacting on changes in our planet
- Art lessons develop children's aesthetic appreciation
- Art evokes feelings of 'awe' and 'wonder'
- Giving pupils the chance to reflect on nature, their environment and their surroundings
- Studying artists with spiritual or religious themes
- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives
- Awareness of the moral dilemmas created by technological advances
- How different cultures have contributed to technology
- Opportunities to work as a team, recognising others strengths, sharing equipment

### **Health and Safety Issues**

There are no specific health and safety issues relating to the delivery of IPC but where artefacts are introduced children and teacher alike should be aware of the need for careful handling and due respect that the artefact deserves. When using tools for art, design and technology the risk assessment must be followed at all times (risk assessments are available on the school network and in the staffroom. All children should be reminded of safety rules when using equipment that could cause harm. Whilst Health and Safety considerations & risk assessment remain the primary responsibility of the teacher in charge, the children should be taught to;

- Reduce risks through responsible behaviour and use good practice to avoid hazardous situations developing
- Abide by simple safety rules when using tools or equipment
- Consider and recognise hazards in their proposed ways of working, and take action to minimise them
- Assess the risk of hurt or damage posed by evaluating their own and other designer's products and suggest remedial action
- Store tools and materials with due regard, and organise their working environment / practices in a safe way

Any outside agencies or visitors contributing to the IPC must be advised of the safety guidelines and must provide an up to date CRB. Any Science taught within the IPC should adhere to the guidelines within the Science Policy. When educational visits are arranged all necessary risk assessments must be completed and the need for respect from children and adults alike must be reiterated.

**NB This policy replaces the former Art, Geography, History, Music and DT policies. Science and ICT policies remain separate, as they form part of the core curriculum. Physical Activity and PHSE are also separate.**

**This policy was reviewed by SLT in September 2016**

**This policy was presented to the Pupil and Standards Committee Autumn 2016**



