



Where learning's an adventure

# Topic Policy (International Primary Curriculum)

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## **Introduction**

Copenhagen Primary 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 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.

### **Aims:**

These aims are intended for all children in school. How they are implemented will be dependent upon the age and ability of the 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

### **Objectives:**

- To offer a broad curriculum that enables the sustaining of an idea from conception to realisation.
- To allow work to be created individually, in small, large groups or as a class. To stimulate the best possible progress and highest attainment for all pupils.
- To enable the selection, control and arrangement of ideas and materials appropriate to intention.
- To provide rich and varied contexts for learning.

### **The key criteria of the IPC and what it should look like in Copenhagen primary School**

• A clear focus in children's	Displays, discussions with parents,
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learning	assessment for learning, communications with children throughout the sessions, and all focus on Learning intentions
<ul style="list-style-type: none"> <li>Shared outcomes about the kinds of children we are helping to develop</li> </ul>	Teachers, LSA's and parents discuss the desired outcomes for children from each unit. Children's personal qualities and attributes are reflected upon, considered and displayed in the classroom
<ul style="list-style-type: none"> <li>Implementation of classroom practices that help children develop as we would like</li> </ul>	Restorative practice and assessment for learning practices are to be used throughout all IPC units
<ul style="list-style-type: none"> <li>International mindedness</li> </ul>	Providing opportunities for children to acquire skills required for living in an international society. Promoting and celebrating cultural diversities and commonalities.
<ul style="list-style-type: none"> <li>An appropriate balance between knowledge, skills and reflection leading to understanding</li> </ul>	Lessons are planned and evaluated with the children's understanding of unit skills in mind right from the beginning of the unit. A focus on knowledge, skills and understanding is central to planning and will shape teacher's practice.
<ul style="list-style-type: none"> <li>Appropriately rigorous children's learning and teachers' expectations of it</li> </ul>	Teachers demonstrate commitment, enthusiasm and willingness to planning and teaching of units and encourage the same from their pupils by creating fun and engaging activities which promote the above attitude to learning
<ul style="list-style-type: none"> <li>Implementation of brain-friendly elements – entry point, knowledge harvest, research/record etc</li> </ul>	Mind mapping, multiple intelligences, thinking skills, varied learning styles are all used to ensure all learners can access the curriculum equally
<ul style="list-style-type: none"> <li>Implementation of themes through integrated yet separate subjects</li> </ul>	A cross-curricular and multidisciplinary approach is taken to planning and teaching of units. Skills which can be used across many curriculum areas are taught and children understand that such skills are transferable
<ul style="list-style-type: none"> <li>Assessment that supports and</li> </ul>	Assessment for learning practices

informs learning rather than dictates it.	are used to inform feedback and next steps for each individual pupil as well as reporting on pupil's current achievements
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**Copenhagen model for IPC in Class**

**How does each project work?**



An exciting start event, maybe involving a visitor or trip.



Children share and record their existing knowledge about the project. (1 session)

Teachers explain all the learning that will take place during the project. (1 session)

## **Explaining the theme**

Learning sessions in science, history, geography, technology, music, art and PE. (From 4 to 6 weeks)

## **Project Work**

An exciting event to finish off the project – parents will often be invited to this. (1 session)

## **Exit point**

### **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. 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 experience a milestone 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.

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

## **An International Primary Curriculum**

Copenhagen uses 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 judgments.

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	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	International Primary Curriculum Subject Goals
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 only)	Society
PSHE	Personal
Statement of Values	International

**For early years learning goals verses IPC units see appendix 1**

## **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.

## **Assessment and record keeping:**

VAK, Visual, Auditory and Kinaesthetic learning styles are used throughout the curriculum.

Class teachers will make short-term assessments of each child's progress and keep appropriate records. Feedback will be given to children immediately and this will feed into future planning to ensure continued personalized provision for all pupils.

## **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

## **Monitoring and evaluation**

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

## **Celebrations of success and display policy:**

It is important that children's success are acknowledged and celebrated appropriately. This will be done through display in classrooms and around school, which will be kept up to date and relevant to children's learning.

Children's work will also be shared with parents/carers through entry



and exit points and trips which will show case a the teaching and learning of several skills throughout the unit.

### **Staff Development and Support:**

The IPC leader is responsible for the following and will carry out these tasks in collaboration with other staff where appropriate

- Arranging in-service support.
- Providing advice and assistance to all staff.
- To be involved in the induction of new staff to IPC Policy.
- Keeping up-to-date on the use of IPC in the curriculum.

### **Equal Opportunities:**

We aim to make access to the IPC equal for all our pupils including our SEN pupils and our gifted and talented pupils. This is reflected fundamentally in all teachers' planning. Please refer to our equal opportunities policy.

All children have access to visiting theatrical experts and all have the opportunity to take part in public performances. Teachers should ensure that pupils are presented with work of artists, craft workers and designers of both sexes as well as work from a variety of ethnic backgrounds. All children should have the opportunity to have their own work put on display.

Every Child Matters aim to improve the life chances of children by placing their needs centre stage. Learning through the IPC can transform the way children explore the world around them, changing the way they see themselves and what they aspire to in the future, and contributing to their learning and personal and social development. This has been summarized in the following:-

### **IPC Personal Learning Goals**

Enquiry
Adaptability
Resilience
Morality
Communication
Thoughtfulness
Cooperation
Respect

## **EYFS IPC Personal Learning Goals**

Independence and interdependence
Communicating
Exploring
Healthy living