



International Primary Curriculum Policy

All non-core subjects are broken down into Mileposts and are taught through the International Primary Curriculum. The International Primary Curriculum (IPC) is a comprehensive, thematic, creative curriculum for 5-11 year olds, with a clear process of learning and with specific learning goals for every discipline, for international mindedness and for personal learning. It is currently used in over 1,000 schools in over 90 countries worldwide.

The IPC has been designed to ensure rigorous learning but also to help teachers make 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. Given the variety and diversity of families within our school community, we believe that the IPC is well suited to the learning needs of the children at TradeWinds Academy.

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1. Curriculum Aims

We aim to provide a curriculum that:

- Is internationally relevant
- Allows for links between different curriculum areas
- Fosters curiosity
- Can be adapted to the needs of the children
- Celebrates diversity
- Promotes personal growth
- Is interesting and engaging
- Prepares our learners for the next steps in education and life
- Gives every child the chance to shine

2. Personal Learning Goals (PLGs)

Learning in IPC is underpinned by eight personal learning goals. The IPC considers International Mindedness to be an additional skill, however, given the multinational and multicultural context of the TradeWinds Academy community, we have embraced International Mindedness as the ninth Personal Learning Goal.

The PLGs are introduced in Early Years. We have elected to associate a different animal for each PLG and these are displayed in each classroom. The animals were carefully selected to reflect the learning goal that they represent. The table below shows the PLGs, the corresponding animal and a brief justification.

PLG	Animal	Justification
Adaptability	chameleon	Changes colour to adapt to the environment
Communication	parrot	Listens, learns, and shares ideas
Cooperation	bees	Work together for a common goal
Enquiry	cat	Famous for its curiosity
International mindedness	seal	Can be found on every continent
Morality	elephant	Famously loyal and empathetic
Respect	blue whale	Compassionate and gentle despite its size
Resilience	turtle	Leads a challenging life from beginning to end but never gives up
Thoughtful thinking	owl	Known for their wisdom

We believe that it is important for children to take ownership of these values. During house assembly, children were asked to define each of the Personal Learning Goals. Our school council then designed posters, incorporating the children's definitions. Below are the nine posters that can be found in communal areas around school.

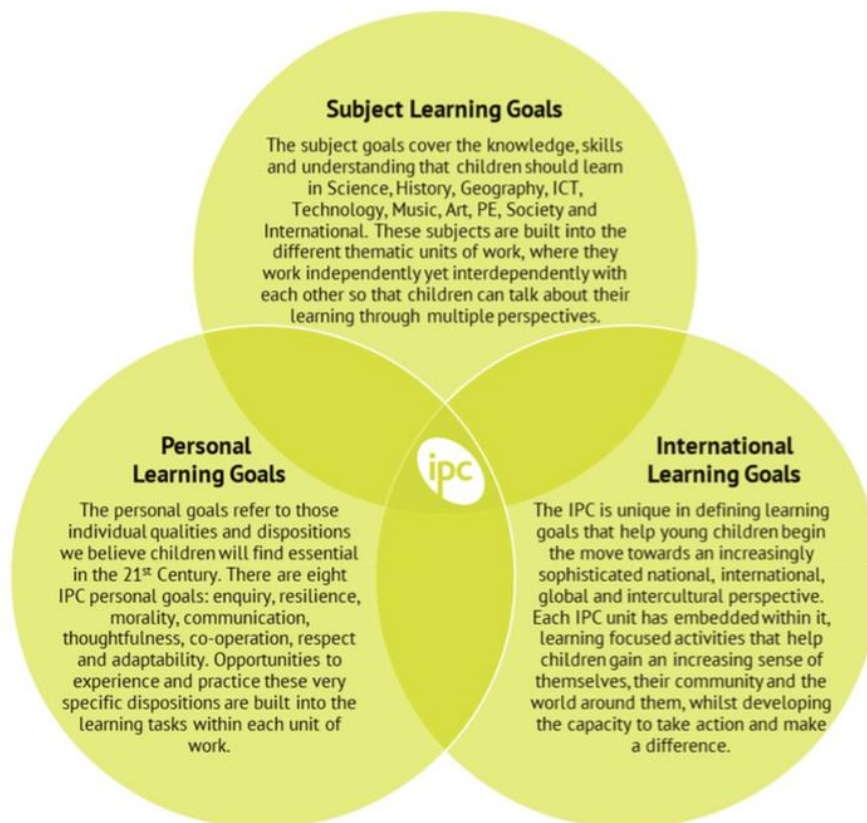


Each PLG is given focus time over the course of the year. Each half-term, PLG certificates are awarded to children. The first term normally focuses on adaptability as the children are experiencing many changes. House assembly takes place each week and the PLGs are regularly referenced.

The PLGs play an important role within each classroom. They are regularly referred to by teachers when explaining the skills required to complete certain tasks. When praising the children and awarding house points, teachers will usually explain which PLG has been displayed. PLG stickers may be awarded to children displaying outstanding application of one of the learning goals. When sanctions are required for behaviour choices, children are asked to reflect on the PLG that they have flouted. The PLGs are instrumental in learning at TradeWinds Academy.

The children at TradeWinds Academy are increasingly aware of their role in the community and the impact that they have on those around them. The deep understanding and culture of the Personal Learning Goals is a contributing factor to this significant and positive change. The PLGs help to prepare children for their future roles in society.

In addition to Personal Learning Goals, the IPC also has specific subject oriented as well as international learning goals.



3. Knowledge, Skills and Understanding

These terms are key in the delivery of IPC. TradeWinds Academy using the following explanations to help children differentiate between knowledge, skills and understanding.

Knowledge - things (facts) that you know

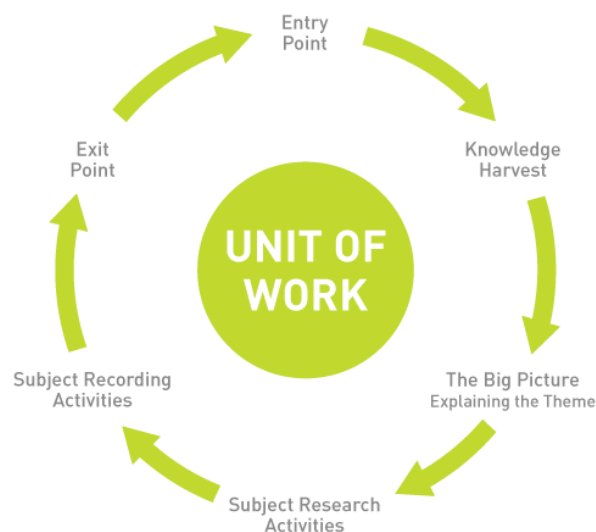
Skills - things that you can do

Understanding - things that you can explain and apply to different contexts

A comprehensive document outlining these areas in more detail is available [here](#).

4. Structuring a Unit

Each unit of the IPC follows the same structure. The flow chart below outlines the structure.



Entry Point

The entry point is an activity for children that begins each unit of work and provides an exciting introduction to the learning that is to follow. Entry points can last from one hour to a week, depending on the age of the children and the appropriateness of the activity.

Knowledge Harvest

The knowledge harvest takes place in the early stages of each unit and provides an opportunity for children to reveal what they already know about the themes they are studying. This bank of knowledge can then be added to, developed and even challenged by the teacher, throughout the course of the unit.

Explaining the Theme

This activity involves the teacher helping the children to see the 'big idea' of the unit of work before embarking on the subject learning. This enables them to be prepared for their future learning and this unit overview is shared with parents and guardians.



Big Picture

The big picture provides teachers with subject-based background information to the issues contained within the unit.

Research Activity

Each IPC unit has a research activity and a recording activity. Research activities always precede the recording activities. During research activities, children use a variety of methods and work in different group sizes to find out a range of information.

Recording Activity

During the recording activities, children interpret the learning they have researched and have the opportunity to demonstrate, share and explain their learning in different ways.

Exit Point

The exit point has two main purposes. First, to help children amalgamate their learning from the unit and second, to celebrate the learning that has taken place.

5. Classroom Expectations

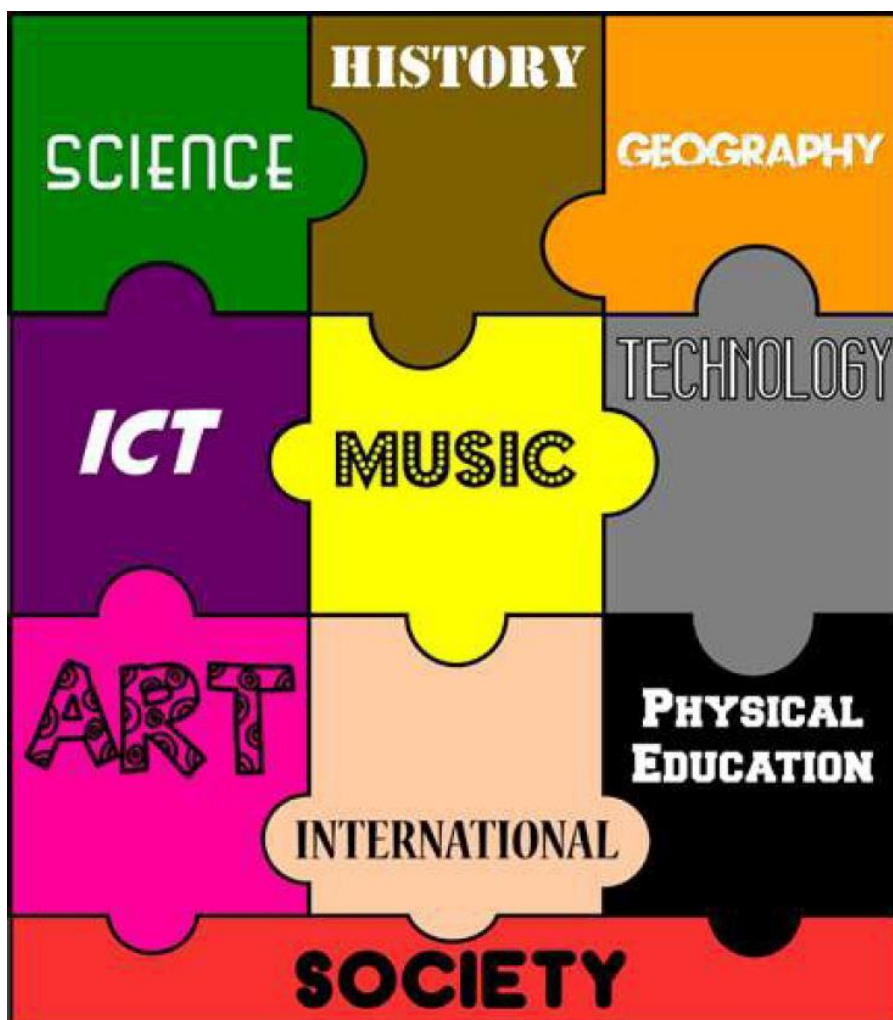
In order to maintain a consistently high standard of teaching and learning across the IPC at TradeWinds Academy, we have introduced expectations that are common in all classrooms.

- a) A minimum of 6.5 hours of IPC learning will take place each week.
- b) Children will be made aware of the current subject within the topic.
This can be done orally, on the IWB or with visual clues e.g. timeline image. We have chosen a specific image for each discipline that can be used across school.
- c) Children will be made aware of the learning goal.
The learning goal can be introduced in a number of ways: written on the board, written on learning materials, introduced orally. There is no expectation that the learning goal be introduced at the beginning of the lesson. TradeWinds Academy's Senior Leadership Team recognises that in some instances, it can be more powerful to reveal the learning goal at a later stage, or to encourage the children to generate a learning goal following a reflection of the knowledge or skills that were required in the lesson.
- d) Each class will have an IPC display – this may be in a communal area of the school. IPC displays should be updated regularly in order to remain relevant.
- e) There is no expectation for there to be any particular frequency of written outcome in children's books. Written outcomes will depend on the needs of the cohort, the professional judgement of the teacher and the relevance to the task. TradeWinds Academy recognises that there can be a number of ways to show knowledge, skills and understanding.
- f) Parents will be informed about IPC.

This is done at the beginning with an overview of the learning goals. In addition to this, staff members inform parents weekly and families are given prompts to help them discuss the children's learning.

6. Planning and Progression

TradeWinds Academy uses the IPC online planning tool to ensure curriculum coverage. Some subjects are supplemented with discrete teaching episodes (Art and Design, Music and P.E.). TradeWinds Academy operates on a 2-year rolling programme. Where possible, IPC topics are linked to books and genres in English, in order to create more cohesion between curricular areas.




There is no planning proforma that teachers are expected to use when planning IPC lessons. Teachers are welcome to use the IPC unit guides, however, they are expected to annotate these guides so that they reflect the lessons that were delivered. Alternatively, teachers could devise their own planning format that best suits their needs and the needs of their

class. This planning should also have evidence of reflection/evaluation to inform future planning.

Every year, one half term is chosen to have a whole-school focus. In this way, children from age 5 to 11 are learning about a similar topic, but applying very different knowledge, skills and understanding. A clear progression in skills is particularly evident during this period. This has proven itself to be a fantastic learning experience and a celebration of IPC learning.

TradeWinds Academy has also invested time and effort in tracking key skills through the curriculum across all of the subject disciplines. This enables all teachers to understand the learning journey of the children in their class. This way we can ensure that children are adequately prepared in knowledge, skills and understanding to access the next steps in the curriculum. Below is an example of skills tracking.

Subject	Skill	By the end of Milepost 1	By the end of Milepost 2	By the end of Milepost 3
Geography 	Using and constructing maps	Be able to make maps and plans of real and imaginary places using pictures and symbols. Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country.	Be able to make simple maps and plans of familiar locations Be able to use maps at a variety of scales to locate the position and geographical features of particular localities.	Be able to make plans and maps using a variety of scales using symbols and keys. Be able to use and interpret globes and maps in a variety of scales.

At the end of each term, the entire teaching staff team gathers in the school hall to contribute to everyone else's planning. This is a fantastic way to share ideas, learn from other professionals and understand the expectations across school. Staff from the Early Years team are also involved so that everyone in school understands the learning journey from beginning to end. This collegiate approach to planning means that everyone has shared ownership and shared success in the learning at TradeWinds Academy.

7. Assessment and Reporting

Opportunities for assessment are built into the IPC curriculum and determined by the teachers in individual mileposts. During IPC planning, teachers are encouraged to determine which specific skills and knowledge will be assessed throughout the course of the unit. Assessment for skills is based on the IPC provided rubrics. The IPC provides both teacher and student friendly rubrics. As opposed to formal letter grades, children are assessed as beginning, developing, or mastering a skill.

There are also opportunities for children to self-assess their own learning with the child friendly language categories of "I'm getting used to it." (Beginning), "I'm getting better at it." (Developing) and "I'm really getting it." (Mastering)



Within unit planning, teachers are tasked with identifying opportunities within units for assessment opportunities. Knowledge assessments are based on teacher discretion and largely formative in nature. However, an assessment may be given at the beginning of each unit as well as the end for the purposes of identifying students' base knowledge levels and identifying their growth of knowledge over the course of each unit of study.

8. Monitoring and Evaluation

In order to ensure that the IPC learning at TradeWinds Academy is of a consistently high standard, it is subject to regular monitoring and evaluation. This comes in a number of forms:

- Book looks
- Learning walks
- Lesson observations
- Planning analysis
- Pupil conferencing
- Learning assemblies

These measures can be undertaken by members of the senior leadership team or by the IPC Coordinator (Miss S. Rowe). We recognise that our institution is very new and we acknowledge that we have teachers from differing education backgrounds and training. We endeavour to create a culture of development, self-reflection and improvement. The purpose of our monitoring and evaluation is to encourage and support staff in order to continue to improve standards of teaching and learning. Staff members are encouraged to observe their peers delivering IPC episodes and to focus on one area of their own practice that they believe could be improved.

9. Pupil Voice

Within the IPC curriculum, students are actively encouraged to share and reflect on their learning regularly. Sharing of learning is encouraged through Milepost Learning Assemblies, during which the families of the milepost presenting are also invited to participate. Sharing of learning is also scaffolded through weekly parent letters, which serve both to inform families of the IPC learning their children are undertaking and present ideas to ask about at home.

House assemblies take place weekly. These are grouped vertically to ensure equal representation of each year group. During house assemblies, stories that link to PLGs are shared, children discuss achievements of the week and a collaborative task may be assigned. Tasks in the past have included: ensuring the playground is tidy, brainstorming ideas about what makes our school special, and defining the PLGs.

10. Community Engagement

Engaging Parents

Children's learning is more effective when a network of support and encouragement is made



available. We often invite parents into school to share in their children's learning. Some of the ways in which we engage or inform families are:

- parent letters at the beginning of each unit
- entry and exit points
- weekly parent update newsletters
- whole-school weekly newsletter
- learning assemblies
- festivals of learning (music festival, international art festival etc.)
- weekly FACEBOOK uploads

Wider Community

We also try to engage the wider community and support community projects. Some of the organisations we have linked with in the past include:

- local manufacturers
- Johari Glass
- Base Titanium
- Congo River mosque
- Colobus Trust
- Marine Education Centre
- Kwale Water Rescue

Policy Reviewed: November 2019

Reviewed by : G. Scullion