



To inspire every child to recognise their full potential, believe they can make a difference and respect themselves, others and the world in which they live.

IPC Policy 2023

Aim of the policy:

iCAN British International school is part of a learning community of schools across the world that uses the International Primary Curriculum 2020 (IPC) as their planned curriculum to support learning. There are currently over one hundred and thirty 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 learning global community. The elements of the International Dimension encourage our learners 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 learning facilitators 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 learning facilitators, 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, learners begin to see and experience the potential for taking responsibility for their own learning.

Each learner in the school will undertake a unit of work, 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. Learning facilitators of primary children are both teacher-as-facilitator and teacher-as-deliverer. Learning facilitators are likely to be more successful in helping children learn if they work closely with colleagues, parents /carers and other members of the child's community.

At iCAN, 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

iCAN uses the International Primary Curriculum 2020 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 learners 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 learning facilitators 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.

Learning Outcomes

The National Curriculum learning outcomes are covered by the learning goals of the International Primary Curriculum.

Table 1, below, shows the age ranges of the National Curriculum with IPC.

Age	IPC	UK classes	National Curriculum
Up to age 5	Early Years programme	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	IPC
Programmes of study	Subject goals
Art and Design	Art
Geography	Geography
History	History
Information and Communications Technology	ICT and Computing
English	Language Arts
Modern Foreign Languages	Additional Language
Mathematics	Mathematics
Music	Music
PE	PE
Science	Science
Design and technology	Design Technology & Innovation
PSHE	Health and Wellbeing

Planning for IPC learning

- IPC at iCAN is a two year cycle. Our route plans have been designed to get full coverage of all subject areas. Language arts have been linked to each unit, however some areas may still be taught explicitly.
- Long term plans for IPC units are planned in Milepost teams during assigned times throughout the year (See school calendar for details) Ideas for entry points, trips and exit points should be discussed at this meeting.
- Specialist subject teachers (Art, Music, PE) will attend these meetings to make links, where possible, with their explicit lessons. Learning goals for these areas are not always linked to the IPC as the teaching goes beyond the expectations of the IPC.
- Clear overviews should be created outlining key goal focuses for each subject and key knowledge, skills and understanding for the unit as a whole. These overviews are archived to the server at the end of the year for future reference.
- Learning facilitators planning should focus on the learning goals and not on set tasks. Should a task be unsuitable for the learners, a new one should be created to suit the learning goal. Any changes made to the unit should be noted for the next cycle.
- Each class LF is expected to attend this meeting having already read through the IPC unit.
- Milepost teams are expected to meet weekly to discuss and plan the upcoming week. Planning is written up in the agreed format.
- Parents and carers will receive a letter at the start of each unit explaining what will be covered and how they can support their child's learning at home.
- Planning must ensure that learners have experience of each of the five key brain friendly elements of the IPC:
 - Entry point
 - Knowledge harvest
 - Learning styles (NB: Gardner's theory that individuals **prefer** to engage in different ways while learning)
 - Cooperative learning
 - Research, recording and reflecting
- An exit point should be planned for the end of every unit. Where possible this should include the parents and carers of the children within the milepost and other classes can be invited to share in their learning experiences.
- The Primary Leader will monitor the teaching and learning of IPC through work scrutiny, assessment scrutiny and discussions with learners and staff, using the Looking for Learning tool.

Assessing for IPC learning

- Assessment must begin with the Knowledge Harvest at the start of each unit. Planning a unit can often be more useful after this has taken place
- Each Milepost has Key Learning Goals (skills) that have been chosen for assessment focus. They are skills that are revisited throughout the different mileposts.
- Learner's rubrics are used for self-assessment. The learners can identify where they are with their learning (beginning, developing and mastering) and in MP2 and MP3, are encouraged to identify their next steps. Learning facilitators comment on this assessment as to whether they agree or disagree and also give next step advice.

- Assessments should be conducted at the end of each subject area. These need to be created by the milepost and focus on both the learning goals for the subject and KSU
- Assessments of these Key Skills are recorded and monitored within mileposts and overseen by the Primary Leader. These are reported on twice a year in their school reviews.
- Key skills should be clearly displayed in each classroom.

Support for IPC learning

- Learners should be made aware of the overall theme and should be able to articulate what they are learning in terms of each subject.
- Learners should use different resources for their research and recording, including books, computers, real artifacts and visitors
- Where possible, field trips should also be planned and undertaken to support learning and teaching.
- Personal goals need to be integrated into classroom practices and through learning activities.
- The learning support team (AEN and EAL) need to be communicated with regularly to support the needs of individual children with their learning.

Creating an IPC classroom

- An IPC learning wall should be displayed in every classroom. It must include the following elements:
 - Entry point
 - Knowledge Harvest
 - Explaining the theme
 - Activities (subjects, colour coded and in order of learning)

These learning walls must follow the learning focus display guidelines

- Age appropriate definitions of learning are to be displayed in the classroom
- Definitions of Knowledge, Skills and Understanding, as well as question starters, should be displayed in each classroom.

(see appendix for examples of all mentioned above)

Resources

- iCAN uses the updated IPC 2020 units and refer to the ones online for the most up to date version. They are constantly being reviewed and updated. Most up to date versions of these units can be found at www.greatlearning.com All staff should have their unique log in and passwords to access plans and resources.
- IPC Unit boxes with appropriate resources are kept in the IPC resource room. These are added to by learning facilitators after a unit has been taught, and should include useful information for planning and teaching.

Monitoring

- The policy will be reviewed as part of the schools monitoring cycle. Policy and practise will be adapted in accordance with review findings.

Policy to be reviewed in May 2025