

Braywood CE First School



Aspire, Learn, Achieve

International Curriculum Policy

"From tiny acorns, mighty oak trees grow, watered and nurtured by God"

Statement of Intent

Braywood is part of a learning community of schools across the world that uses the International Primary Curriculum as part of a planned topic-based curriculum. This unique curriculum has a strong element of internationalism built into learning. For our children at Braywood 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.

'Great learning, great teaching, great fun'

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. Learning is constructed in such a way that children begin to see and experience the potential for taking responsibility for their own learning.

The curriculum design is influenced by two ideas. First, the key concepts of independence and interdependence which encourages children to have an international mindset and, secondly, the skills learnt develop learning strategies for life.

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 work closely with colleagues, support staff, parents and other members of the child's community.

An International Primary Curriculum

Braywood 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.

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.

The National Curriculum learning outcomes are covered by the learning goals of the IPC. Milestone 1 relates to KS1 and Milestone 2 relates to KS2. The curriculum structure is very specific and starts the topic with a 'knowledge harvest' (which determines where the children are with their learning) and a future plan/map/display of where the learning will progress. The unit starts with a 'Wow Day' that engages the learner and closes with an event or activity which parents are involved in, to engage families in the learning.

Programmes of study Subject goals covered are :

Art and design, Geography, History, Information and Communications Technology
English Language, Arts, Modern Foreign languages, Mathematics
Music, PE, Science, Design and technology, Citizenship & Society, PSHE & Personal

Areas which are not covered (via the IPC Route Planner) are subsidised in our timetable i.e. statutory requirements for RE, ICT, Science

All curriculum areas taught within the International Primary Curriculum are 'blocked' together which ensures that when a teacher is focusing on one curriculum area the children work on that subject every afternoon until the unit is completed. This ensures that the teacher is able to assess children's achievements incrementally as the topic unfolds. It also allows the child to build upon prior knowledge in order to secure the understanding and reduces the possibility of that learning getting lost over time.

Foundation Stage

We teach all these subject areas in our reception class as an integral part of their topic work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged four to five. These curriculum areas makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at different places in the world or discovering the meaning of scientific relationships.

Cross Curricular Links

The IPC topics make a significant contribution to the teaching of English because it actively promotes the skills of reading, writing, speaking and listening. Reports, letters and recording information will all develop children's writing ability. Maths skills are promoted in a real life context through measurements, chronological dates, grid references, data, graphs etc.

Ideas with larger moral issues such as sustainability are tacked in these topic areas and they enrich the curriculum with there inclusion.

Special Educational Needs

At Braywood we teach the IPC curriculum to all children, whatever their ability. And we enable pupils to have access to the full range of activities involved in learning. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Resources

All IPC unit coverage is on the school network, on-line via provided passwords and paper copies in the school teachers' resource room. 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 school's resource room.

We have are continually reviewing resources in our school to be able to teach all the units in our IPC. We keep these resources in a central store where there is a box of equipment for each unit of topic. There is a range of educational software to support the children's individual research in the classes and recommended websites are listed in the ICT suite.

Assessment and recording

Assessment procedures in the IPC 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.

We assess children's work by making informal judgements as we observe them during each lesson. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, met or exceeded the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year.

We assess children's standards according to the National Curriculum descriptors and these results are recorded by the teacher on a spreadsheet which is moved through the school with the child so that we can carefully monitor individual expected progress.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in our topic areas is the responsibility of the IPC subject leader. The work of the subject leader also involves supporting colleagues in the teaching of these areas; being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader provides an annual action plan in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader has specially-allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject

The policy will be reviewed as part of the schools monitoring cycle. The curriculum was implemented September 2010 and is reviewed every two years to ensure that the topics are still appropriate and valuable.

Individual Policy Documents which contribute to a large percentage of the International Primary Curriculum

See below

Statement of Intent for History

Aims and objectives

The aim of history teaching here at Braywood 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. In our school history makes a significant contribution especially as we are a Victorian school. 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.

The aims of history in our school are:

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

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 of historical significance. We encourage visitors to come into the school and talk about their experiences of events 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.

Statement of Intent for Geography

Aims and objectives

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

The aims of geography are:

- to enable children to gain knowledge and understanding of places in the world;
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.

We use a variety of teaching and learning styles in our geography lessons. We teach in key stages where team teaching incorporates whole-class and small group methods as well as individual enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

Fieldwork

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

In the Foundation stage and at Key Stage 1 all the children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. At Key Stage 2 the children do a study of the local area.

Art and Design Policy

Aims and objectives

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

The aims of art and design are:

- to enable children to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- to develop creativity and imagination through a range of complex activities;
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

Design and Technology Policy

Aims and objectives

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

The aims of design and technology are:

- to develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- to enable children to talk about how things work, and to draw and model their ideas;
- to encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- to explore attitudes towards the made world and how we live and work within it;
- to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
- to foster enjoyment, satisfaction and purpose in designing and making.

The principal aim is to develop children's knowledge, skills and understanding in design and technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

Health and safety

The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures for food safety and hygiene.