

Millbrook Primary School

Curriculum Policy



‘Learning at Millbrook inspires us to discover, explore and use our knowledge, skills and attitudes to develop ourselves as citizens of tomorrow.’

Updated September 2017

Contents Page



1. Brief overview of the International Primary Curriculum
2. Our Route Map
3. Planning a unit of work
4. The IPC Learning Environment and the Personal Goals
5. Links with writing
6. Assessment within the IPC
7. The International Primary Curriculum website



SECTION 1

The International Primary Curriculum

The International Primary Curriculum (IPC) is an internationally minded curriculum that is used in a number of countries around the world. The IPC provides opportunities for global learning – allowing pupils and staff to make links. The goal of the IPC is to nurture a love of learning through a combination of academic, personal and international learning. Children will develop many skills which they will need in order to face the world of tomorrow confidently.

Millbrook adopted the IPC in 2015 and we form part of a global learning community who use the IPC as part of their planned curriculum. Children at Millbrook learn through a series of units of work, of which there are over 70 to choose from. Each unit is carefully selected to meet the needs of our own school community. The units of work have a theme which children are interested in and relevant to today's world. Children learn many of the subjects through the theme so that their learning has meaning to them. The units of work have suggested tasks linked to learning objectives however the nature of the curriculum allows staff to be creative and focus upon the needs of our children. The development of skills is a very large part of the IPC; learning activities at Millbrook have been designed so that our children develop these important lifelong skills.

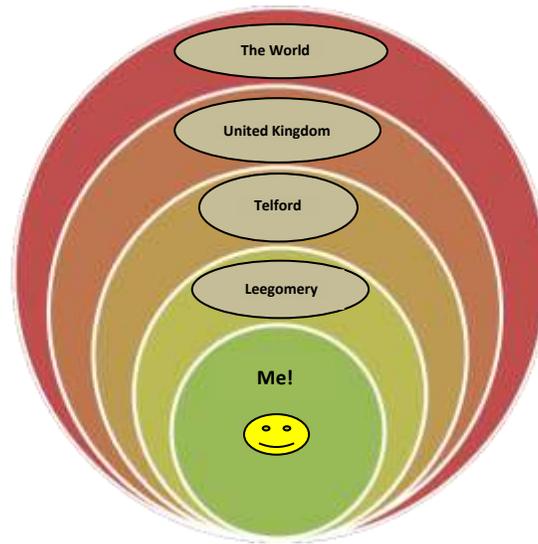
Importantly the IPC has a strong element of internationalism built into each unit of work. Through the curriculum at Millbrook we provide opportunities for our children to:

- *recognise their own culture and have a sense of identity;*
- *be open-minded;*
- *be respectful of other cultures and beliefs;*
- *be aware of and celebrate diversity and commonality;*
- *have respect for and value other people, their ideas and opinions;*
- *be able to communicate (have good interpersonal skills);*
- *be adaptable;*
- *be aware of and show an interest in global issues.*

The school definition of 'international' is as follows:

**'To have an awareness of ourselves and others,
both in our own country and world-wide.'**

This is also represented in a visual format:



The purpose of any educational establishment is learning. Learning can take place in many forms – academically, socially, spiritually, emotionally and physically. Our curriculum provides all our children to learn and develop in many ways. No one can predict the nature of work and life opportunities that will be available to our children in the future. Indeed many of the jobs of the future do not even exist today. The IPC has a strong focus upon a skills based approach to prepare all children for the fast changing world in which they will be living in.

At Millbrook we encourage active and co-operative learning. Learning is central to all we do. Not only do our staff have a responsibility to ensure that our children learn and develop but we also encourage our children to take responsibility for their own learning.

Parents also play a significant part. We ensure that at the start of a unit or work, parents are informed about what their children will be learning and suggest ways in which they can play an active role in their child's development. Work is celebrated and shared throughout the year with parents and the school community.

As a school community, we have a learning definition which encompasses everything we do:

'Learning at Millbrook inspires us to discover, explore and use our knowledge, skills and attitudes to develop ourselves as citizens of tomorrow.'

Millbrook Primary School - Route Map

The table below shows the links between the ages of pupils, the National Curriculum and the IPC.

Age of pupil	IPC	Year Group	National Curriculum
Up to age 5	International Early Years Curriculum	Reception	Early Years Foundation Stage
Up to age 6	Milepost 1	Year 1	Key Stage 1
Up to age 7		Year 2	
Up to age 8	Milepost 2	Year 3	Lower Key Stage 2
Up to age 9		Year 4	
Up to age 10	Milepost 3	Year 5	Upper Key Stage 2
Up to age 11		Year 6	

The table below shows the subject coverage for the National Curriculum and the IPC both of which have learning objectives.

National Curriculum Programmes of Study	IPC Subject Goals
Art and Design	Art
Geography	Geography
History	History
Computing	Information and Communication Technology
English	Language*
Languages	Additional Language*
Mathematics	Mathematics*
Music	Music
Physical Education	Physical Education*
Science	Science
Design and Technology	Technology
Citizenship	Society
PSHE	Personal*
	International

*Major elements of these subjects and RE are also taught discretely.

Staff plan a two year cycle of work which take into account the range of subjects above. The Route Map is reviewed and updated regularly. The Route Map is shown on the next page.

IPC Route Map 2 Year Rolling Programme – 2017/19

	Year	Term 1	Term 2	Term 3
EYFS Reception	1			
	2			

	Year	Term 1	Term 2	Term 3
Milepost 1 Years 1 and 2	1	Brainwave Time Travellers	I'm Alive Flowers and Insects	Hooray...Let's go on holiday!
	2	People of the past	The Magic Toymaker What's it made of?	How are you?

	Year	Term 1	Term 2	Term 3
Milepost 2 Years 3 and 4	1	Brainwave Temples, Tombs and Treasure	The Generation Game	Let's Plant it Shaping up
	2	Scavengers and Settlers Digital Gamers	Shake it Bright Sparks Feel the Force	Saving the World

	Year	Term 1	Term 2	Term 3
Milepost 6 Years 5 and 6	1	Brainwave Mission to Mars	Myths and Legends	World Cup
	2	Out of Africa	Full Power! Making new materials	The Holiday Show

SECTION 3

Planning a unit of work

The International Primary Curriculum consists of five key components when planning a unit of work:



Staff plan in milepost teams. A large mind-map is created with the staff teams and then a medium term plan is produced based on the unit of work to be taught. The short term planning (the IPC unit) is then annotated following each lesson taught during the unit of work (see IPC Curriculum Expectation Guidance information).

The Entry Point

- should be the 'WOW' factor to introducing the unit;
- needs to motivate the learners and stimulate interest;
- involves all the children, staff (teaching and non-teaching) and, if appropriate, parents, visitors;
- provides children with a real context so they can apply the learning to the rest of the unit;
- doesn't give too much knowledge to the pupils – just gives a taster for what is to come!
- needs to be varied so that pupils do not lose interest.



The Knowledge Harvest

This focuses on three key questions that the children and staff consider:

What do I know?
What do I think I know?
What would I like to know?

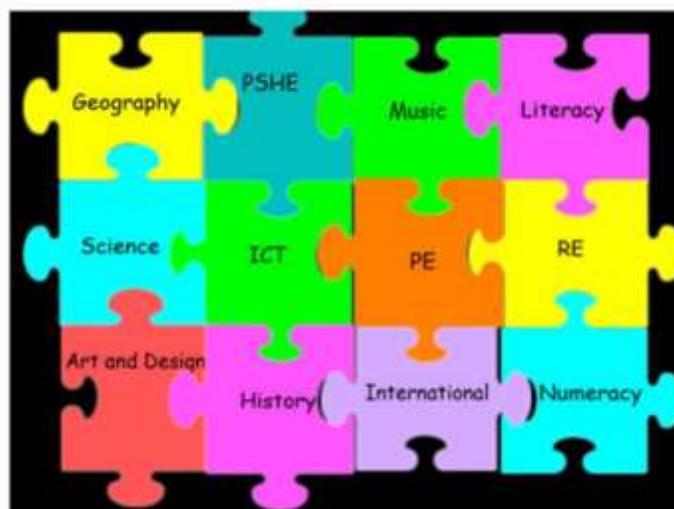
The Knowledge Harvest can be represented in a number of ways: whole class display, individual responses, mind maps etc. It is crucial that the Knowledge Harvest is referred to throughout the IPC unit.

At the end of the unit the Knowledge Harvest is added to. Children will add to their original ideas to show what new knowledge they have gained.



Learning through the curriculum

At the start of each lesson, the learning objective/s is shared with the children. Through this, the children identify the learning focus: knowledge, skill, or understanding. The children are familiar with the jigsaw as this clearly shows the subject area or areas which will be covered.



As a school, we are passionate about children working co-operatively and use a range of strategies when delivering lessons. Staff and children are also aware of the multiple intelligences: their strengths and areas to develop. This is revisited at the start of each academic year to allow children to see if they are developing their intelligences. The Brainstorm units are also delivered at the start of each academic year to ensure children are fully aware of how the brain functions.

Researching is not just about using ICT. At Millbrook we encourage the children to use a wide range of research tools; internet, books, visitors, drama opportunities and practical experiences

Recording

Children are encouraged to represent their work in a range of different ways. Before completing any piece of work, children are very clear about what is expected of them. As with any piece of work, the presentation is expected to be of the best quality. During a unit of work, the children also complete work at home. The children have a selection of activities that they may undertake at home – either independently or with parents. This learning is then shared with peers at the end of the unit of work.

Exit Point

The Exit Point is the celebration of the knowledge, skills and understanding gained throughout the IPC unit. Children are fully involved in this and quite often the older children lead the celebration event. For certain IPC units, parents, the local community, school Governors are invited to share in the celebrations. The Exit Point can take many forms: assembly, drama, road show, role-play etc. The list is endless!

SECTION 4

The IPC Learning Environment

At Millbrook learning doesn't just happen in the classroom. Active learning is encouraged both in and out of school.

Within the classroom there should be:

- *The IPC Personal Learning Goals displayed;*
- *World Map;*
- *The Knowledge Harvest linked to the current IPC unit of work;*
- *Children's work displayed on the wall;*
- *Active learners engaged in their own learning;*
- *Co-operative learning; Independent learning;*
- *An understanding of how children learn – The Multiple Intelligences*
- *A range of learning styles – visual, auditory, kinaesthetic.*

An IPC teacher has clear learning targets and is well planned, taking into account the needs of each learner. At Millbrook, staff facilitate learning and as well as deliver key teaching skills which:

- *allows time for thinking;*
- *allows learners to challenge themselves and others;*
- *uses co-operative learning to good effect;*
- *values the use of 'Talk for Learning';*
- *creates a positive learning environment;*
- *is focused on learning.*

There are 10 key attributes that are embedded in all aspects of daily life at Millbrook in order to prepare our children for their future lives.

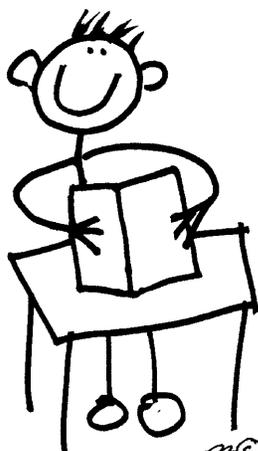
academic

resilient

communicators

thoughtful

respectful



adaptable

internationally minded

moral

co-operative

enquirers

The 8 Personal Learning Goals that are taught through the IPC at Millbrook are:



Enquiry

Being able to ask questions and then plan and carry out investigations related to those questions, collect evidence from a range of sources and think about the wider issues.



Adaptability

To know about a range of views, cultures and traditions and to respect others, to approach new ideas with confidence and to be able to suggest ideas and solutions in a range of situations.



Resilience

To be able to stick with a task until it is completed and to learn to try again if unsuccessful the first time round.



Morality

To learn about the moral issues associated with different subjects and to respect alternative viewpoints as well as give reasons for their own.



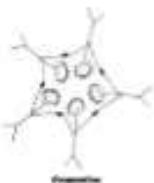
Communication

To be able to make their meaning clear using different ways of communicating and a range of tools and technologies to aid their communication. To learn how to communicate in more than 1 language.



Thoughtfulness

To be able to use a range of thinking skills in solving problems whilst considering others points of view. To reflect upon what has been learned and its implications on their own lives and the lives of others.



Co-operation

To understand that different people have different roles to play in groups and to adopt a different role depending on the activity and the needs of the group. Be able to work alongside and in co-operation with others.



Respect

To learn about the varying needs of other people, living things and the environment and to show respect for the world itself

SECTION 5

Links with writing

Writing at Millbrook is very important. Cross curricular writing opportunities are directly linked to the IPC curriculum. These writing opportunities are delivered through an Extended Writing session allowing pupils to use the knowledge gained during the IPC lessons as well as applying the skills learned in Literacy and Read, Write Inc. lessons. Careful monitoring ensures that the quality of written work in the IPC replicates the work produced in Literacy.

SECTION 7

The National Curriculum

It is a statutory requirement for children in maintained schools to study the requirements of the National Curriculum. The IPC fulfils this requirement. The combination of units studied over a child's time at Millbrook will ensure that the National Curriculum is covered fully. In addition, staff carefully cross reference the units of study with the requirements of the National Curriculum and will give additional attention to any aspect they feel does not receive appropriate attention in the IPC.

The majority of the English and Mathematics National Curriculum are taught outside the IPC units. The school uses a core scheme to teach the early reading and writing skills whilst children are in the early years and key stage 1. This scheme is 'Read, Write Inc.' Once they have completed this scheme children will have a good functional level of reading and writing and many children will go on to use another scheme called 'Literacy and Language.' This provides language enrichment and teaches the children to use language creatively and ambitiously in their writing. Children are given many opportunities to apply their writing skills in a range of contexts. They continue to be taught new skills as well as the key skills of spelling, punctuation and grammar as they move through Key Stage 2.

In mathematics, children are taught to calculate efficiently and accurately in order to apply these skills to demonstrate fluency and good use of reasoning in a range of mathematical contexts. Teachers will look for opportunities to provide real and practical contexts across the curriculum in order for the children to apply and demonstrate their mathematical skills.

SECTION 8

Assessment within the IPC

Assessment plays a significant part of the learning journey at Millbrook. Class teachers are responsible for assessing the pupils at key points through a unit of work. Teachers can use the rubrics as a tool to assess the pupils – the rubrics are used in various ways across school: whole class assessment, peer/self-assessment and as a tool to plan subsequent lessons. In addition we have an assessment tool which teachers can use to show how far children are meeting the requirements of specific subjects in the national curriculum.

When assessing using the IPC, three questions are uppermost in teachers' minds:

- ✚ What do the children know?
- ✚ What can the children know?
- ✚ What do the children understand?

Simple mind maps can be used at the start of a topic to test the children's level of knowledge and understanding. The exercise can be repeated at the end of a topic so that a comparison can be made between the two. This is a simple, straightforward method of gauging the impact of the curriculum on the children's levels of knowledge, skills and understanding.

Links will also be made with the school's wider assessment system for Reading, Writing and Maths. Further details are contained in the school's Assessment and Feedback Policy.

SECTION 6

The International Primary Curriculum Website

www.internationalprimarycurriculum.com

The website provides a wealth of information and support for staff. All teaching staff have their own personal log-in and can access units of work and assessment materials.

The Members Lounge includes reading materials and video clips to support the development of the IPC in school.

Within the Members Lounge, there is a link named 'The Learning File' which will take staff to a range of articles including:

- *The IPC beliefs and principles*
- *Teaching the IPC*
- *What is 'international'?*
- *IPC unit coverage*
- *IPC Learning Goals*
- *Producing your own IPC unit*
- *Brain friendly learning*
- *IPC glossary*
- *IPC implementation*

Within the 'Learning File' link, there are also examples of Milepost route planning for the EYFS and Milepost 1, 2 and 3.

