

The Crescent Primary School

The Pioneer Academy



Curriculum Policy

School Vision

At The Crescent Primary School, we celebrate diversity and appreciate the cultures throughout our community. We are all proud of who we are and where we come from. Our high expectations ensure that everyone in our school family is inspired to grow. Through memorable and enriching learning experiences, we will nurture the individual success of each and every child.

Rationale

The Crescent, The Pioneer Academy, is part of a learning community of schools across the world that uses the IPC (International Primary Curriculum) as their planned curriculum. There are currently over seventy different units of learning for our team to choose from. This unique curriculum has a strong element of internationalism built into learning. For our children at The Crescent, The Pioneer Academy, we recognise the constraints on cultural provision in an urban area of the U.K. By adopting the IPC, we are central to a global learning community. The elements of the International dimension enable 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 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

The New Curriculum

Our educational remit, in its most narrow definition, is to prepare children not only for their senior schooling, but also for the life that lies beyond them. We regard these school years (from the ages of 4 to 11) as forming the base on which our pupils will build their future education.

Since the introduction to The New Curriculum 2014, The Crescent has adapted IPC units to ensure all subjects within IPC are covered in depth to meet standards required in England. We aim to give our pupils as broad an education as possible. To this end, and recognising the children might have talents in a variety of different areas, we place an emphasis on a wide curriculum, with Art, Computing, and P.E. mainly taught by subject specialist teachers from Reception right through the school.

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Beliefs and Principles

The International Primary Curriculum is aimed to educate children about the world 'beyond school life'. 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. Our 6 school values help to develop those qualities that will enable children to be at ease with the continually changing context of their lives.

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 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.

An International Primary Curriculum

The Crescent 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 professional judgement. 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.

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

AGE	IPC	UK CLASSES	NATIONAL CURRICULUM
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	Key Stage 2
Up to age 9		Year 4	
Up to age 10	Milepost 3	Year 5	
Up to age 11		Year 6	

Table 2 below shows the subjects for which there are learning goals in the National Curriculum and International Primary Curriculum.

NATIONAL CURRICULUM	IPC	Scheme
Art and Design	Art	Specialist taught in line with IPC and enriched.
Geography	Geography	IPC
History	History	IPC
Computing	Computing	Specialist taught NCCE
English	Writing Reading Spelling	CLUSP
Modern Foreign Language	Additional language	Language Angels
Mathematics	Mathematics	White Rose
Music	Music	Musical Express

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PE	PE	Specialist taught PE Pro
Science	Science	IPC
Design and Technology	Technology	IPC
Citizenship	Society	IPC
PSHCE	Personal	Cambridge scheme
R.E.	R.E.	Croydon Scheme of Work

Our non-core subjects are taught thematically through IPC topics. Most year groups will have one topic covering a half term.

PSHCE (Personal Social Health & Citizenship Education)

PSHCE is an important part of our school curriculum that helps to give pupils the knowledge and understanding they need to lead confident, healthy, independent lives and to become informed, responsible citizens.

It is taught both intrinsically through other subjects like science and PE and explicitly during dedicated PSHCE and Circle Time lessons. Where appropriate, the IPC Society and Personal goals are incorporated into a term's learning. PSHCE topics also form part of our Collective Worship time. Sex & Relationships Education will be linked to our Personal Social Health & Citizenship Education Programme.

The IPC/NC for England

NOTES

- In the National Curriculum all statements begin with the phrase 'All pupils should be taught to...' Each Programme of Study is divided into two sections, the first is knowledge, skills and understanding and the second outlines the Breadth of Study. The IPC statements may begin in one of three ways: 'Know', 'Understand' or 'Be able to' indicating the areas of knowledge, understanding and skills
- Other differences include the IPC principle of learning with the 'bigger picture' in mind both through its unit themes and through learning goal.
- The IPC takes a more global perspective while the NC asks for a greater focus on Britain and Europe, particularly in history.

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- IPC society and international are not identified by specific learning goals in the National Curriculum. To some extent these are covered in the non-statutory guidelines for citizenship, PSHE and the statement of values

Resources

All IPC unit coverage is on the school network, on-line via provided passwords and paper copies in the staff room IPC cupboards. All teaching staff have access to an IPC virtual member's lounge where further resources are available. The Learning Goals & Background information files are found on the IPC website.

Assessment

Children's progress in English and Mathematics is assessed termly and recorded on our tracking documents. We use a range of assessment procedures and programmes, Target Tracker and Ros Wilson's Big Writing criterion adapted to meet the needs of the children at The Pioneer Academy Schools.

Specialist subjects (Art, PE, Computing) will use assessment grids to assess children against the New Curriculum requirements. Other Curriculum Subjects are assessed at the end of each topic taught in line with the IPC learning questions and National Curriculum learning objectives.

Our Assessment for Learning Programme plays a crucial role in helping us help children learn. 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

This policy also needs to be in line with other school policies and, therefore, should be read in conjunction with the following school policies:

Learning and Teaching Policy

English Policy

Mathematics Policy

Science Policy

Handwriting Policy

Assessment Policy

Marking Policy

Special Educational Needs Policy

Computing Policy

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Equal Opportunities Policy

EYFS Policy

Policy Reviewer: Emma Crane

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