



INTERNATIONAL BRITISH PRIMARY SCHOOL

CURRICULUM POLICY

At Academy International British Primary School (AIBPS), we believe in an ethos that values the whole child. We strive to enable all children to achieve their full potential academically, socially and emotionally. We strive to challenge and inspire our students to realise their full potential, both academic and personal, in a stimulating and caring community. The curriculum should help the children to:

- enjoy learning and to understand this is a lifelong process, a continual journey
- establish knowledge, skills, understanding and the attitude essential for being independent and resourceful, enabling them to work, contribute and flourish in an international culture;
- create active, inquisitive minds and the ability to discover and utilize information, question and discuss soundly, apply knowledge, skills and understanding in order to confront problems, resolve issues and perform practical duties;
- develop meaningful personal values and attitudes, including good manners and respect for others, and achieve a clear understanding of the way of life of other people and cultures;
- understand the world in which they live and the interdependence of individuals, groups and nations;
- develop appreciation and concern for the environment.

High importance is placed on the children being actively involved first-hand in their learning experience. This is accomplished through group work, making decisions and taking responsibility, and by inspiring a delight in school as a place of learning and enthusiasm. At AIBPS, our curriculum assists children to enhance knowledge, skills and understanding, develop personal qualities and support a global perception.

We follow Key Stage One and Two for mathematics and literacy. In all other subjects, we follow the International Primary Curriculum (IPC). Through IPC, an internationally-minded, thematic, cross-curricular and rigorous teaching structure, all students learn through challenge and creativity. In the Foundation Stage, we follow the Early Years Foundation Curriculum (EYFC).

We focus our children's learning around learning goals, which are a combination of subject, international and personal goals created and intended to give children a vast assortment of knowledge (things children will know), skills (things children will be able to do) and understanding (things children will understand). The curriculum is separated into three mileposts and broken down into themes used throughout the year. Additionally, children are given PE, French (Year 1-6) and Personal, Social and Health Education (PSHE).

Consistent with the statutory curriculum, we teach our students about the dangers of drugs and their abuse, including tobacco and alcohol, at a level suitable to students' age and understanding. The children also take part in sex education sessions in Years 5 and 6.



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LEARNING GOALS:

Personal Goals

All children build up and hone their Personal Learning Goals in order to support them in the progression of their learning, attitudes, ethics and independence. These are prime emphases within lessons, playground routines, class/ whole school assemblies, creativity and international days and are ingrained as part of the daily life here at AIBPS.

Children are rewarded for their efforts and achievements within these areas through a sticker system used in the student passports. Particular individuals are recognised during our end of term Excellent Eight assemblies for their success above and beyond in one particular personal goal. The personal goals of the IPC are identified throughout the school as the Excellent Eight and are illustrated by characters that help the children to realize their significance.

Subject Goals

Each subject has core Knowledge, Skills and Understanding, which are to be learned by the end of each milepost. These subject learning goals are divided more specifically into learning targets for each IPC unit. These targets and aims are tracked through assessment for learning throughout each year.

International Goals

The International Goals within our curriculum stress the importance of both national and international. Children see themselves as "one essential piece of a global puzzle" as stated in the school's statement of international mindedness. Within each unit studied, children focus on the home country (Republic of Congo) and a chosen host country. The children refer to these as "here and there". The international goals include children gaining knowledge and understanding beyond their own nationality and grasping the independence and interdependence of people, cultures and countries.

Structure of Topic Units

"Entry Point"

A "WOW" factor to seize the children's attention and tug them into their learning in a stimulating and engaging way





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“Knowledge Harvest”

Illustrates what the children already know, what they would like to know and helps them to make connections with prior learning.



“Explaining the Theme”

This is a summary of what the children will be discovering on their learning journey. (This information is provided to parents at the start of each term.)



“Activities” (Subject lessons)

Lessons taught through researching and recording activities.



“Exit Point”

An occasion for students to demonstrate the learning and SKU gained from the unit in an enjoyable way, often for parents or others within the school.

The curriculum consists of:

- Numeracy (Mathematics) –developing, using and applying mathematical skills
- Literacy(English) –speaking and listening, reading and writing
- Phonics –the teaching of the relationship between letters and sounds for reading and writing
- Science
- History
- Geography (including environmental education)
- Art
- Music
- International
- PE (Physical Education)
- Design and Technology
- Information and Computer Technology
- Personal, Social, Health Education (including Sex Education)
- Citizenship
- MFL –Modern Foreign Languages (French)



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Monitoring and Review

We are conscious of the necessity to monitor the school's Curriculum Policy and examine it often to maintain a competitive, challenging and rigorous learning atmosphere. We wish to enhance the curriculum taking into account new initiatives and research, changes in the curriculum, advancements in technology or changes to the physical environment of the school. Therefore, we will inspect this policy every two years, earlier if needed.

Date of Policy Launch: July 2015

Date of Review: August 2019