

Viking Academy Trust



Curriculum Policy

Ramsgate Arts Primary School

The VIKING ACADEMY TRUST Curriculum Policy for Ramsgate Free School has been written after consultation with staff and following DfE guidance.

Approved by the Trust: Term 2 2017

Reviewed annually: Term 6

Last review date: Term 2 2017

Signed:

Chair of Trust

Curriculum Policy

The Viking Academy Trust

Ramsgate Arts Primary School

Schools in the Viking Academy Trust (VAT)

These are:

Chilton Primary School

Ramsgate Arts Primary School

Upton Junior School

This Curriculum Policy is specific to **Ramsgate Arts Primary School**

'One Childhood One Chance'

Our teaching of the National Curriculum at Ramsgate Arts primary School stems from the needs and abilities of the children we teach. We believe every member of our school community is a life-long learner and that our role is to provide them with stimulus and skills, developing a thirst for knowledge, so that our pupils are empowered to fulfil their individual potential.

We echo the government's desire for children to become *'educated citizens'* and so advocate a curriculum rich in literacy, containing a range of differing and stimulating experiences. It aims to be enjoyable, inclusive, engaging and link to the Core Values of our school.

At Ramsgate Arts Primary School *'One Childhood One Chance'* means providing the best possible Teaching and Learning opportunity for every child, utilising every opportunity at our disposal. We aim to provide an outstanding curriculum, a curriculum of innovation, inspiration and creative, which is continually evolving in the best interests of our pupils; this is why we choose the IPC. In addition to IPC we also have an additional arts curriculum which specifically tackles music, dance drama and art and is taught by qualified specialists in the afternoons in Key Stage 2.

Ramsgate Arts Primary School is part of a learning community of schools across the world that uses the IPC as their planned curriculum. There are currently over ninety 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.

The IPC is a tool used by teachers at Ramsgate Arts Primary School to empower children with the development of **Knowledge, Skills and Understanding** that will prepare them for later life. It does this through rigorous, thematic based, connected learning. Children at Ramsgate Free School engage in experiential and collaborative activities which encourage the development of social / emotional intelligences and independent learning skills

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.

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.

Teaching

The purpose of teaching is to facilitate children's learning in appropriate ways. Wherever possible, teaching is always planned to be enjoyable for children and adults

alike. Good teaching enables the highly developed independent learning of our children. We believe that teachers are likely to be more successful in helping children learn if they:

- ✓ are enthusiastic
- ✓ can motivate and involve children in their own learning
- ✓ help children to understand where they are in their learning, and what they need to do to progress
- ✓ work closely with colleagues, parents and other members of the child's community.

At Ramsgate Arts Primary School, staff spend time thinking about helping individual children learn (learning styles, how individual children are motivated, specific learning needs etc). We therefore support staff with well-designed, up-to-date, practical and relevant support and guidance through the IPC.

Internationalism

The elements of International Mindedness within the IPC will enable our children to:-

- recognise their own culture and have a sense of identity
- be open-minded
- respect and 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
- communicate confidently (have good interpersonal skills)
- be adaptable
- be aware of and have an interest in global issues

AN INTERNATIONAL PRIMARY CURRICULUM

Ramsgate Arts Primary School 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 judgement. The curriculum addresses the development of

knowledge, skills and understanding in three key areas - subjects, personal development and international understanding.

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 National Curriculum learning outcomes are covered by the learning goals of the IPC.

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

AGE	IPC	UK CLASS	NATIONAL CURRICULUM
Up to age 5	Early Years Programme	Reception	Early Years Foundation Stage
Up to age 6	Mile post 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 Curriculum.

National Curriculum Programme of Study	IPC Goals
Art and Design	Art
Geography	Geography
History	History
Computing	Information and Communication Technology
English	Language Arts
Languages	Additional Languages
Mathematics	Mathematics
Music	Music
PE	PE
Science	Science

Design and Technology	Technology
Citizenship (NB KS1&2 non statutory guidelines only)	Society
PSHE	Personal
Statement of values	International

IPC ROUTE PLANNER

The Curriculum leader and Milepost leaders support staff in choosing their units, which cover the full range of subjects across a Milepost. Teachers work collaboratively within their year group to plan additional opportunities for applying Literacy skills and ICT skills within their units. Coverage is checked by the IPC route planning service and against the requirements outlined by the National Curriculum.

The IPC/NC for England

NOTES:

In the National Curriculum all statements begin with the phrase 'All pupils should be taught to...' 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 and in particular, focuses on the host country/home country idea for comparisons. Ramsgate Free School has adapted this to home/comparative country.

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.

PSHE

The IPC Society learning goals are built into units of study and also form part of our collective worship overview. Drugs Education and Sex and Relationships Education is supported through the use of additional materials. There are also explicit links to Healthy Lifestyles, physical activity and safety through planned units. In addition, comparison of different countries allows for a greater understanding of relationships, empathy and issues of equality (See PSHE policy).

Ramsgate Free School has identified a comprehensive set of learning dispositions which we refer to as our 'Core Values'. These are closely linked to the IPC 'Personal Learning Goals' and in addition, underpin all aspects of school life.

IPC Personal Learning Goals	Ramsgate Free School Core Values
Enquiry	Enquiry
Adaptability	Aspiration
Resilience	Challenge
Morality	Autonomy
Communication	Engagement
Thoughtfulness	Collaboration
Respect	Diversity
Co-operation	

RE

Religious Education is taught using the Kent Agreed Syllabus scheme of work. Parents if they wish, have the right to withdraw their child from RE lessons and the daily act of collective worship (See RE curriculum policy).

LANGUAGES

French is taught in Reception, Key stage 1 and Key stage 2 using the Rigolo scheme of work (See MFL policy).

PE

Although PE is an integrated subject within IPC, we maintain that children are physically active and involved in PE for two sessions a week. Therefore, we teach our PE curriculum separately from IPC. Our specialist PE teacher delivers our PE curriculum to all year groups from Nurse to Year 6 for one session a week, with class teachers delivering a further session in KS1 and KS2. Our PE curriculum is underpinned by the subject specific PE learning goals outlined by the IPC, which meet the requirements of the National Curriculum (See PE Policy).

MUSIC, ART, DANCE AND DRAMA.

Although Music, Art and Dance is integrated within the IPC, we feel that not enough time is given to these creative subjects and are constantly being squeezed out of the curriculum. We therefore teach an additional Arts curriculum which is taught by specialist teachers to our KS2 pupils four afternoons a weeks from 2.00-4.15. Our specialist teachers also cover EYFS/KS1 during teachers Planning and Preparation Our

Arts curriculum is underpinned by the subject specific learning goals, and is linked where appropriate, to the IPC units of study (See Arts Curriculum Policy).

EYFS

We value the early years in education and acknowledge that they lay the crucial foundations of later learning. Through our environment we aim to teach respect for our immediate surroundings as well as the wider world and how we should care for them both.

Pupils in Reception follow the Early Years Foundation Stage Framework. (Please refer to the Foundation Stage policy).

ORGANISATION AND PLANNING

The curriculum is planned carefully so that there is coherence and full coverage of all aspects that it meets the requirements of the National Curriculum KS1 and KS2 and the EYFS curriculum. Year group teams work together on the planning so that there is consistency across the classes.

The curriculum is planned in three phases:

- **Long term plans** outlining the topics to be taught each term (See Yearly overviews for each year group).
- **Medium term plans** outline the following:
 - Subject coverage and time allocation
 - Subject Learning goals and activities
 - Trips/workshops/enrichment activities
 - Opportunities for writing (application of skills/targets within Literacy)
 - Additional opportunities for ICT (application of previously taught skills)
 - Resources
 - Home Learning activities
- **Short term plans** are those that teachers write on a weekly or daily basis for their own individual use and are shared with Teaching Assistants. Within IPC, they show a clear view of '**how**' they will deliver the IPC curriculum.

RESOURCES

All IPC unit coverage is on the school network, on-line via provided passwords and paper copies in the staffroom. All teaching staff have access to an IPC virtual members' lounge where further resources are available. Espresso have recently linked with IPC to

provide resources and activities for staff and children. Subject specific resources are located in the resources room.

DISPLAYS AND THE LEARNING ENVIRONMENT

Displays are an integral part in supporting and celebrating the learning that takes place at Ramsgate Arts School. Each class in Years 1 to 6 has an IPC learning focused display which highlights the learning journey within an IPC unit and must support enquiry based learning through appropriate resources. Every class in the school displays our school's Values.

ENRICHMENT ACTIVITIES

- These are planned to support and enhance the curriculum and can be approached in several ways;
- Through planned offsite education visits (Please refer to the Education Visits Policy)
- Through special days where the whole school comes together for a specific project
- Through inviting experts to come and share their knowledge with children
- Through using the diverse backgrounds of all children in the school, building their experiences and knowledge into the curriculum and using their families as a source for learning.

MONITORING AND EVALUATION

The monitoring and evaluation specifically of IPC is measured against the 'IPC Self Review' rubrics. The SLT work collectively to monitor and evaluate progress against identified actions within the IPC Action plan, SDP and individual subject Action plans. Monitoring activities linked specifically to IPC and curriculum subjects take place regularly across the year, which are shared with staff and SLT (see monitoring overview). Currently the SLT have the responsibility for leading and monitoring all subject areas and giving advice, support and a lead to colleagues across the key- stages.

Milepost 1		Milepost 2		Milepost 3	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>A day in the life How are you? Science -Green fingers We are what we eat NON IPC Science - seasonal changes</p>	<p>Flowers and insects The stories people tell Science -Our Earth, our home Science -What's it made of? People of the past</p>	<p>Science -How humans work Chocolate Science -Feel the force Scavengers and settlers Science -Bright Sparks Science -Turn it up!</p>	<p>Science -Land, sea and sky Temples, Tombs and Treasures Science -Material World The nature of life Science -Shake it!</p>	<p>The Great, The Bold and The Brave Science -Full Power! Being Human Out of Africa Science -Fascinating forces Science -Bronze to bio plastic</p>	<p>Science -Look Hear! Science -Bake it! Science -Water for everyone Science -Roots, fruits and shoots Space Explorers Here and now, there and then Non- IPC Science - revision to plug gaps</p>