

## Mastering in the New Wave

New Wave teachers are focused on improving pupil's learning. We believe that differentiating between knowledge, skills and understanding is crucial in ensuring excellent progress is made by all. We broaden pupil's knowledge with carefully planned lessons; challenging them to make connections with what they already know. Pupils are given opportunities to apply their knowledge to a variety of brain-friendly activities, honing their skills at either a beginning, developing or mastering level. New Wave teachers know that understanding is developmental so we strive to provide pupils with the opportunities and time to develop and deepen their understanding through challenging and stimulating activities.



## International Mindedness

New Wave teachers believe that international mindedness encompasses an understanding and appreciation of the ways in which we are different yet similar to people around the world. We help pupils develop a sophisticated national, international, global and intercultural perspective of learning. International mindedness is at the core of our vision. Learning-focused activities are embedded to nurture a global awareness in pupils providing them with a sense of themselves, their community and the world around them. Pupils identify similarities and differences between cultures; promoting and celebrating diversity.

## Personal Goals

New Wave teachers believe the IPC Personal Goals build part of the foundation in nurturing pupils of the future. The Personal Goals help to develop both individual qualities and learning dispositions that allow pupils to grow in a rapidly changing world. New Wave teachers provide opportunities for pupils to practice and understand these goals within each learning task; ensuring our classroom practices and values allow our pupils to develop towards the school's shared vision. Our school motto, 'Excellence for All' is at the heart of all that we do.

## Assessment

To be focused on learning, New Wave teachers must be focused on the assessment of the IPC learning goals. Assessment in IPC is rigorous.

**Marking for Progress:** We look for misconceptions; wrong answers and work that does not meet the success criteria and address these with example and scaffold prompts. 'Depth of Knowledge' style questions and prompts are used to challenge, provoke thought and develop critical thinking.

**Formative Assessment:** We use a range of questions to develop breadth, depth and accuracy. We encourage all pupils to respond like academics giving well-thought-out and reasoned responses. Mini-plenaries are embedded to showcase achievement and address misconceptions. KWL grids are recorded in pupil books and shared on classroom displays to elicit knowledge and pupils are encouraged to 'tweet' about their knowledge learning using knowledge tweet cards. The IPC AFL rubrics are embedded to assess key skills in each subject at either a beginning, developing or mastering level. New Wave teachers give learning advice to move pupils on to the next stage in their learning. Understanding is assessed using learning challenge cards which require pupils to make connections and apply their knowledge and skills in a different context.

**Summative Assessment:** Classroom Monitor is used to collect data about skills development for each pupil. New Wave teachers use this data to identify lower-attaining groups and adapt planning and learning experiences to meet the needs of these pupils. We collect data for knowledge and understanding and during milepost reflection, discuss strengths and next steps for planning, teaching and assessment.

<b>COOPERATION</b> I CAN ABLE TO FIND MY PLACE WITHIN GROUPS. I CAN RESPECT THE DIFFERENT THINGS OF DIFFERENT THINGS, SOMETIMES TAKING THE LEAD. I CAN COMPROMISE WHEN I NEGOTIATE. I CAN TAKE TURNS AND SHARE TIME AND EQUIPMENT. I LEARN TOGETHER WITH OTHERS.	<b>ADAPTABILITY</b> I CAN COPE IN UNUSUAL SITUATIONS AND CAN APPROVE NEW ACTIVITIES WITH CONFIDENCE. I EXPLORE NEW IDEAS AND IDEAS WITH PASSION. I LEARN ABOUT DIFFERENT VIEWPOINTS, CULTURES AND TRADITIONS.	<b>COMMUNICATION</b> I CAN THINK ABOUT WHAT I WANT TO SAY AND HOW TO SAY IT. I SPEAK CLEARLY. I TALK SERIOUSLY TO A RANGE OF AUDIENCES. I USE A RANGE OF TONES AND TECHNIQUES TO HELP ME TO COMMUNICATE WITH OTHERS. I AM LEARNING TO COMMUNICATE IN A DIFFERENT LANGUAGE.	<b>ENQUIRY</b> I CAN FIND OUT ABOUT THINGS I HAVE BEEN LEARNING. I ASK FOR ANSWERS IN DIFFERENT PLACES AND ASK FOR HELP WITH OTHERS. I ALWAYS CONSIDER OTHER PERSPECTIVES BY PEOPLE IN DIFFERENT PLACES AND ABOUT THEIR THINGS.
<b>MORALITY</b> I CAN CHOOSE TO DO THE RIGHT THING. I UNDERSTAND THAT PEOPLE HAVE DIFFERENT BELIEFS AND VIEWPOINTS THAT MIGHT BE DIFFERENT FROM MY OWN. I CAN EXPLAIN WHY I HOLD THE THINGS AND CAN PERSUADE OTHERS TO MY OWN VIEWPOINTS.	<b>RESILIENCE</b> I CAN KEEP GOING, EVEN WHEN I DO NOT SUCCEED THE FIRST TIME. I CAN TRY AGAIN. I STICK WITH THINGS UNTIL THEY ARE COMPLETED. I OWN MY MISTAKES AND TAKE PRIDE IN MY EFFORTS.	<b>THOUGHTFULNESS</b> I TAKE TIME TO LISTEN TO OTHERS AND TO THINK ABOUT THEIR POINTS OF VIEW. I ASK THINGS ABOUT THE FEELINGS OF OTHERS AND TAKE CARE TO BE SENSITIVE. I REFLECT UPON WHAT I HAVE LEARNED AND THINK ABOUT HOW I CAN IMPROVE MY WORK, USING MY IMAGINATION AND CREATIVITY.	<b>RESPECT</b> I CARE FOR THE WORLD BY LOOKING AFTER LIVING THINGS AND THE ENVIRONMENT. I AM SAVING THE WORLD FOR THE NEXT GENERATION. I TREAT ALL DIFFERENT PEOPLE, LIVING THINGS AND THE ENVIRONMENT AS HAVING DIFFERENT NEEDS.

'Excellence for All'

Great Learning ○ Great Teaching ○ Great Fun

Knowledge  
Empowers  
You



Unlock Your  
Learning Potential



# IPC Learning Policy



Learning is about making connections. It is a lifelong process where we learn knowledge, develop our skills and deepen our understanding over time.

## The IPC

The IPC at New Wave schools is so much more than a curriculum; it gets our children excited about learning, it provides a strong international dimension and it relates to the learning needs of each child. New wave teachers inspire pupils with a rigorous, creative and collaborative curriculum. The IPC has a clear process of learning to help pupils learn essential knowledge, skills and develop an understanding of all subjects. Learning through the IPC takes a global approach; allowing pupils to make connections with where they are living now as well as looking at learning from the perspective of other people in other countries, developing their sense of international mindedness.

## Aims & Objectives

The aims and objectives of learning through the IPC are:

- To help pupils learn the **subject knowledge, skills and understandings** they need to become aware of the world around them
- To help pupils develop the **personal skills** they need to take an active part in the world throughout their lives
- To help pupils develop an **international mind-set** alongside their awareness of their own nationality
- To do each of these in ways which take into account **up-to-date research** into how pupils learn and how they can be encouraged to be life-long learners

Great Learning ○ Great Teaching ○ Great Fun

## Curriculum

The IPC is a **child-centered** curriculum based on clearly defined **learning goals**, which reinforce the subject, personal and international knowledge, skills and understanding that pupils need at different stages of primary school. Learning goals underpin planning and are organised into **mileposts**. Each Milepost identifies the learning goals that are to be achieved over the course of two years. Milepost One is for pupils aged 5-7, Milepost Two is for pupils aged 7-9 and Milepost Three is for pupils aged 9-11. New wave teachers carefully select and rigorously monitor the IPC units to ensure coverage across the national curriculum.

## Organisation

New wave teachers follow a distinct learning process in all IPC units, providing a structured approach to ensure that pupils engage in stimulating, brain-friendly and innovative learning experiences.

- **Entry Point** – an exciting and memorable introduction to the theme
- **Knowledge Harvest** – a chance for pupils to reflect on what they know and want to find out
- **Explain the Theme** – an overview of the unit's learning
- **Blocked Subject Learning** – independent subjects are taught through different research and recording activities
- **Exit Point** – an opportunity for pupils to reflect on and celebrate the learning that has taken place

