



New Wave Mastery Approach

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 an emerging, expected or mastery level. New Wave teachers know that understanding is developmental so we strive to provide pupils with the 'light bulb' moment, giving them time to develop and deepen their understanding through challenging and stimulating activities.



International Mindedness

New Wave teachers help all 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. To ensure mastery across all subjects, New Wave teachers provide opportunities for pupils to practice and understand these goals within each learning task.

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 use 'think, pair, share' and 'stretch it' to challenge pupils to provide accurate and reasoned responses. Mini-plenaries are embedded in lessons to showcase achievement and address misconceptions. Mind maps are recorded in pupil books and shared on classroom displays to elicit knowledge and initial understanding. Pupils are encouraged to 'Tweet' about their learning using exit slips that are shared on classroom displays.

Summative Assessment: Learning Challenge cards underpin how we evaluate life-long-learning in IPC. Pre-learning questions are used at the beginning of a subject to assess prior knowledge and post-learning questions are posed at the end to evaluate progress and capture the 'light bulb' moment. The IPC AFL rubrics are embedded to assess key skills in each subject at either an emerging, expected or mastery level.



 Co-operation I can learn together with others.	 Thoughtfulness I can be a good listener and think about others.	 Resilience I can keep on going even when things get tricky.	 Respect I can be kind to others.
 Morality I can do the right thing.	 Communication I can think about what I want to say and how to say it.	 Enquiry I can find out more and show an interest.	 Adaptability I can try new things.

Great Learning ○ Great Teaching ○ Great Fun

Knowledge
Empowers
You



Unlock Your
Learning Potential



IPC Learning Policy



The IPC

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. Above all, it is designed to nurture a **love of learning**.

Curriculum

The IPC is a **child-centered** curriculum it is based on clearly defined **learning goals**, which reinforce the subject, personal and international skills, knowledge and understandings 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 to ensure coverage across the national curriculum in the subjects of History, Geography, and Science.

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

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** – 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



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