

Green Dragon Primary School

Learning made fun with the IPC


The IPC logo consists of the lowercase letters 'ipc' in a bold, green, sans-serif font. The 'i' is positioned above the 'p', and the 'c' is to the right of the 'p'. The logo is set against a white, rounded rectangular background that is part of a larger green graphic element on the left side of the page.

ipc

It's a cold winter day in London, but the warm welcome from teachers and staff at Green Dragon Primary School will soon melt away any winter chills we have. Today, the school is hosting a 'learning walk' to share how their work with the IPC has evolved over the past nine years and the exciting achievements they are seeing today.

Located in the heart of Brentford, Green Dragon is an established two / three - form entry school with 475 pupils from a variety of diverse backgrounds, ranging from ages 3-11. They are an inclusive community school that recognises and celebrates the diversity and the backgrounds of all pupils and their families.

The school's aim is to continually strive to provide the best possible education for all children, equipping them with life-long learning skills ready to face the ever-changing world around them. Teachers have high expectations of their children, parents and of themselves, and this has helped create a learning community where all involved can develop their skills and strive to achieve.

A circular inset image showing a young boy with short brown hair, wearing a green sweater, focused on painting. He is sitting at a desk with various art supplies, including paint palettes and brushes. The background shows other children's artwork on the wall.

Cath Pinkney, IPC Leader is leading our group of local teachers around the school, sharing student success stories along the way, as well as how they have taken the IPC and really made it their own to ensure the learning was meaningful for both children and teachers. Along the way we caught up with Liz Sylvester in her classroom to chat more about the IPC at Green Dragon.

It gives us an opportunity to make children's learning so much more exciting.

As a teacher, why do you like working with the IPC?



It's made my life a lot more interesting! You can easily get tied up in English and Maths, especially in upper Key Stage 2 where there's a lot of emphasis on Year 6 children leaving with the right age-related expectations. We don't drop the foundation subjects, and where we can, we make those links with the core subjects. The IPC keeps our lives more exciting because we go on trips with the students and join in with their learning. One of the things I've personally always loved is the whole school projects based around the big international events like the Olympics and World Cup. We make a big splash of those whole school projects.

What impact has the IPC had in your school?



It gives us an opportunity to make children's learning so much more exciting. We always engage the children right from the beginning of a unit with our entry points, which we make as fun and interesting as possible to get the children enthusiastic about the learning to come. Then, most of our afternoons are spent on learning related to our IPC projects - the children love it because it's something completely different for them from English and Maths, which are such a focus now. And we often make links between Maths & English and the IPC, which are such a focus now.

How does the IPC help you achieve the requirements of the National Curriculum?



We know the IPC has done a lot of the work for us, with the IPC learning goals linked to National Curriculum Requirements in the cross reference document provided. To ensure we're getting the coverage we need we also refer to our copy of the National Curriculum when we're doing our planning. Then we have our key learning goals in mind for the foundation subjects so we know that at the end of a unit those key NC learning goals will be addressed, along with all the others.

How do you make links with Maths and Literacy?



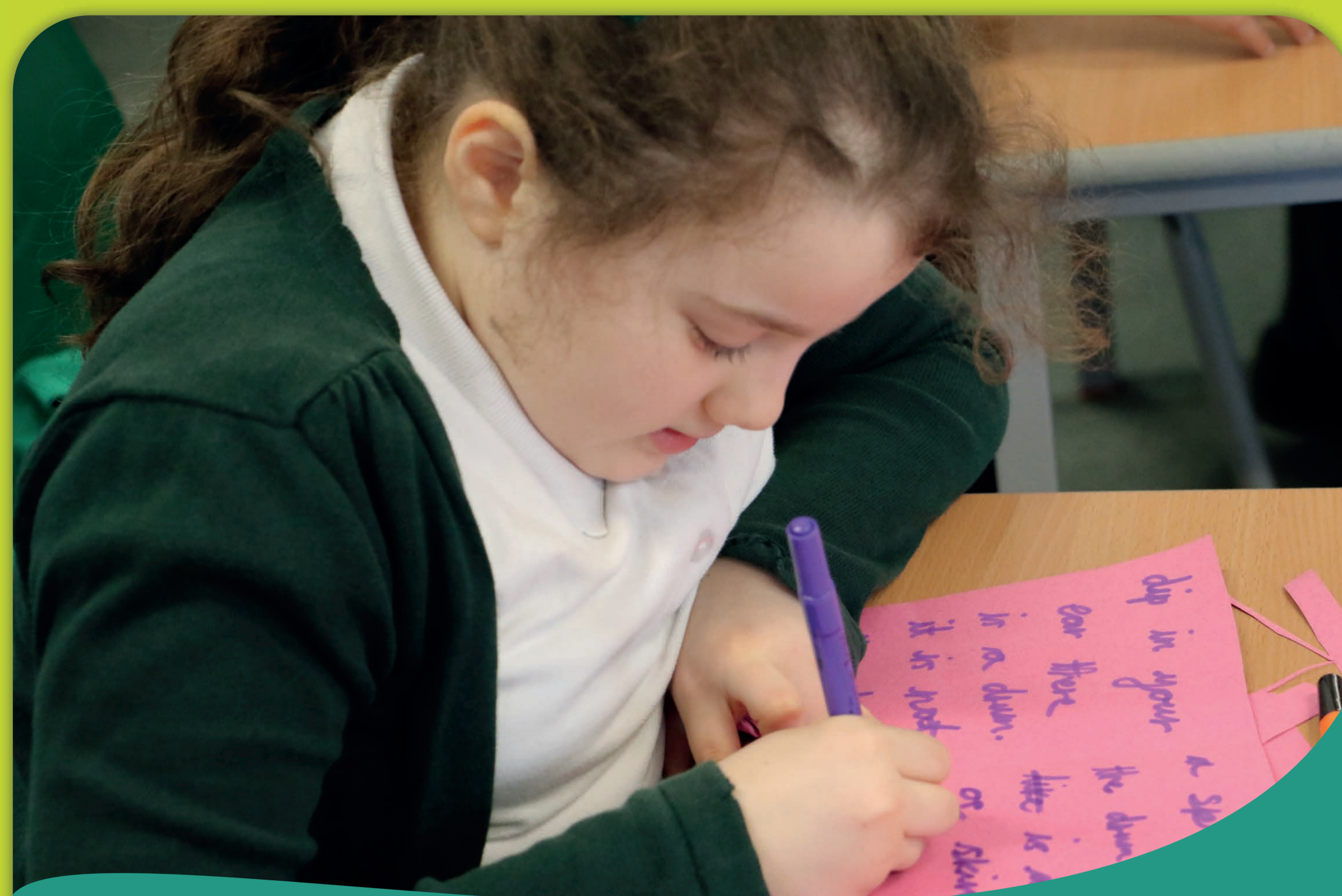
We're very lucky to be a two-form, and sometimes three-form, entry school, so we have the opportunity to work with our year group partners in our planning, which makes it more exciting for us because we'll often come away with ideas on how to work with each other to make links with all subjects. For example, last term we were learning about forces and talking a lot about gravity. It was a really good opportunity to bring in Maths using conversion graphs. Having more than one colleague to plan with really helps you be more creative with links between Maths, English and the IPC.

How do you embed IPC Personal Goals in your school?



A couple of years ago, we wanted to get the school staff more involved in the IPC and we decided to do this through the IPC Personal Goals. We thought it would be great to turn the IPC Personal Goals into superheroes so we worked in groups to come up with images and superhero names. For instance, we have 'Alex Aim High' who is all about aspiration and high expectations, 'Inspector Inquisitive', 'Dr. Global'...and so on. Now the children have taken on ownership of those superheroes and personal goals we don't have the need for any 'golden rules' in the school. All our behaviour management is through those IPC Personal Goals. We also encourage visitors to reference them as well.

What has the impact been on children and parents?



Our parents are fully involved with the IPC. We invite parents to our 'exit points' in particular. Just this week our reception children had their exit point on their dinosaurs unit where they made their own museum. I was lucky enough to be a stand-in parent for a couple of the children – it was amazing! The children acted as curators and showed us around and they knew so much about the topic. They were talking to me about being herbivores and carnivores and how dinosaurs were extinct – they had all the right vocabulary and knowledge. And that's a really big thing in our school; being able to talk about something and then transferring that knowledge into writing. It's really exciting to see that level of engagement in such young children.

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The children love working on their IPC projects because it's something completely different from English and Maths, which is such a focus now. And we often make links between Maths & English and the IPC, which just makes it that much more interesting for the children.

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The International Primary Curriculum's growing learning community includes schools in more than 80 countries around the world. Learning with the IPC means that children focus on a combination of academic, personal and international learning that is both exciting and challenging.

The aim of the IPC is to help every child enjoy learning a wide range of subjects and to develop an enquiring mind, the personal attributes that will help throughout teenage and adult years, and to develop a sense of their own nationality and culture, whilst developing a profound respect for the nationalities and cultures of others. Through the IPC approach to learning, children develop the knowledge, skills and understanding necessary to confidently face the world of tomorrow.

The IPC was introduced in 2000 and its continued development today ensures that children are learning a current and highly relevant curriculum based on the very latest research and understanding of how children learn.

**The IPC is a part of Fieldwork Education which, has been helping schools all around the world develop children's learning.
For more information about the International Primary Curriculum visit www.greatlearning.com/ipc**