



COMMUNITY INFORMATION BOOKLET

International Primary Curriculum (IPC)



NIS
North Zealand
International School

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Our Mission Statement

North Zealand International School enables each learner to actively shape their learning and deepen their understanding through developing inquiring minds in an engaging environment. Through making connections to the wider world, we endeavour to develop global learners ready for the challenges of today and tomorrow.

Values at NGG/NIS

The values that underpin NIS run through the entire school of NGG. Curiosity is central to learning. It drives us to explore, to find out, to enquire, to learn. At NIS we are curious about learning globally and building community. We need to be curious to learn – in and out of the classroom and about each other, so we can build community. The curiosity of NIS learners is lifelong and prepares them for the future.

Nurturing
curiosity

Learning
globally

Building
community

Our Shared Vision

NIS learners actively engage in shaping their own learning, continually aiming to be respectful, responsible, globally-minded lifelong learners’.

Introduction from our Leaders



“North Zealand International School enables each learner to actively shape their learning and deepen their understanding through developing inquiring minds in an engaging environment.

Through making connections to the wider world, we endeavour to develop global learners ready for the challenges of today and tomorrow.”

JOAKIM PHILIPSEN
HEAD OF SCHOOL,
NORTH ZEALAND INTERNATIONAL SCHOOL (NIS)



“IPC isn’t just about teaching subjects; it’s about nurturing curious minds, fostering global perspectives, and shaping lifelong learners ready to thrive in an interconnected world.”

SHANNON SANTORA
LEADER OF PRIMARY,
NORTH ZEALAND INTERNATIONAL SCHOOL (NIS)

The International Primary Curriculum (IPC)

The International Primary Curriculum (IPC) develops children aged 5-11 into informed, globally competent, and future-ready learners.

Influenced by progressive pedagogy, metacognition, experiential and active learning as well as primary education best practices, the IPC can be tailored to fit learners’ needs while developing their knowledge, skills and understanding. Through thematic units, teachers can create fun and engaging learning opportunities that enable learners to make connections between subjects and the world around them.

At North Zealand International School, we structure our learning into the following phases:

Phase	Year Groups	Ages
IEYC	Early Years 1 and Early Years 2	Ages 3-5
Milepost 1	Year 1 and Year 2	Ages 5-7
Milepost 2	Year 3 and Year 4	Ages 7-9
Milepost 3	Year 5 and Year 6	Ages 9-11

IPC Accreditation at NIS

In April 2023, North Zealand International School were successfully reaccredited for the International Primary Curriculum (IPC) by the International Curriculum Association (ICA). The prestigious award follows successful accreditation back in 2019 and continues demonstrates

that our school curriculum is both rigorous and developmental, providing inspiring teaching and learning opportunities that will bring out the best in your child.

The primary school was judged to be mastering in many areas of the accreditation report, with some highlights mentioned below:

- Learners actively engaged in learning
- Supporting the development of globally competent learners
- Learners being able to articulate, reflect and review their learning
- Teachers being able to plan, reflect and differentiate learning effectively to ensure development
- NIS has an active and passionate community, who support the learning processes that take place in school.

As an accredited school, we join the ranks of other highly ranked and accredited international schools around the world and are now a world leader within the International Primary Curriculum.



To view the Accreditation report please use the QR code provided



To find out more information about the International Primary curriculum at North Zealand International School please use the QR code provided

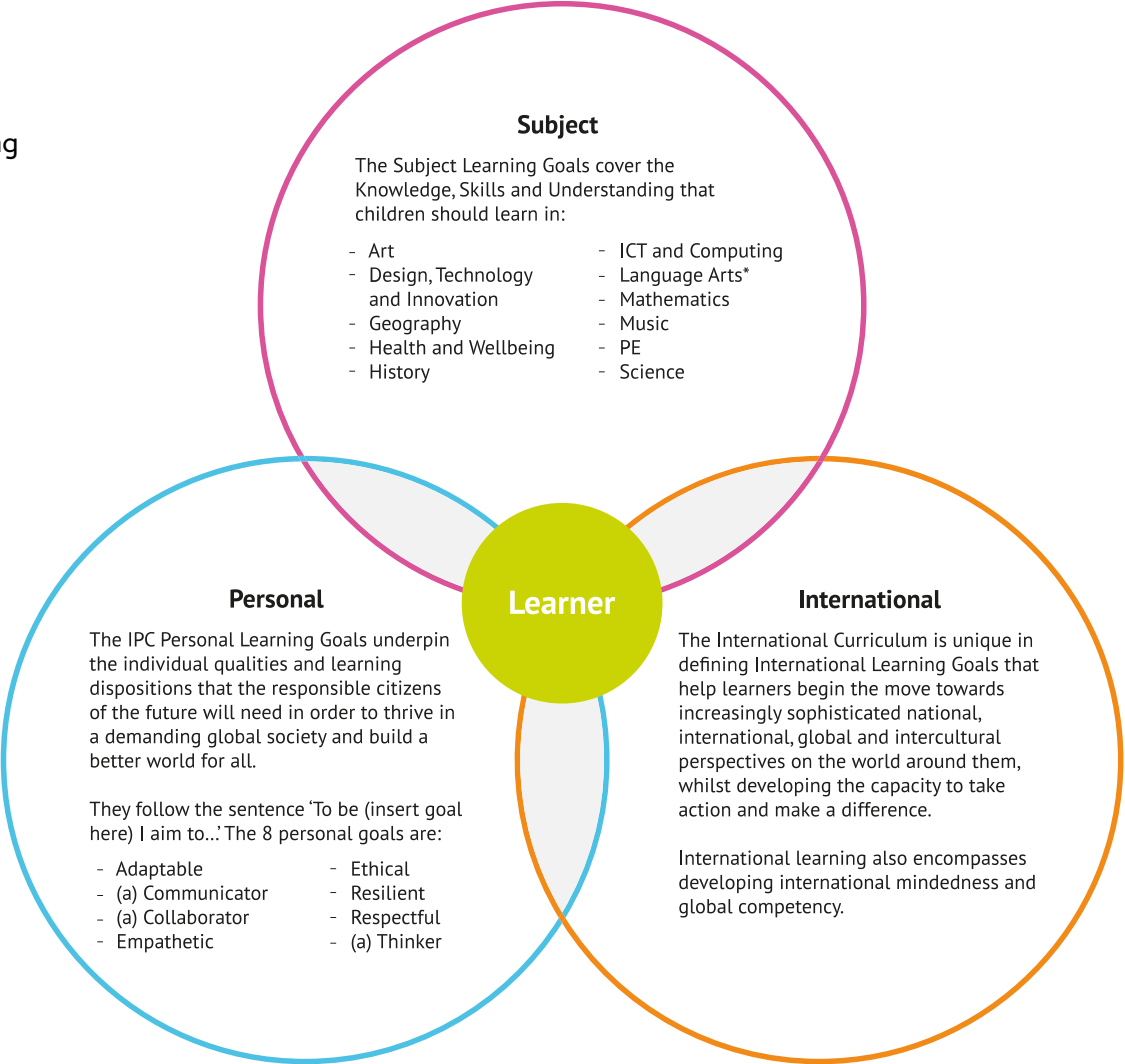
Learner-focused Learning Goals

The Learning Goals define what learners are expected to know, what they should be able to do and the understanding that they will develop through learning. The Learning Goals are organised into the following 3 unique but connected sections:

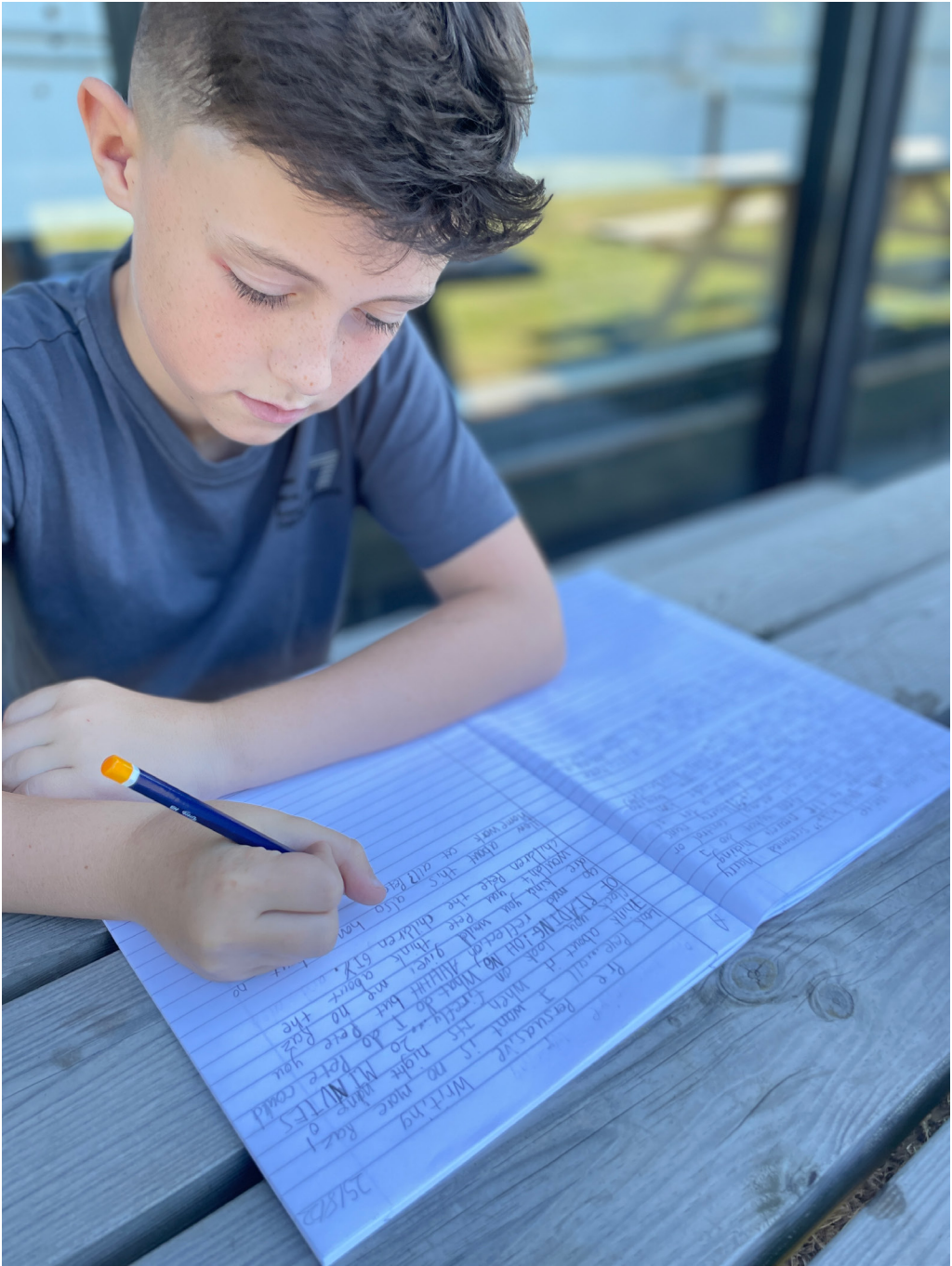
Subject
Cover the knowledge, skills and understanding that children should learn in.

Personal
Underpins the individual qualities and dispositions that learners will need to thrive in an ever-changing world.

International
Helps learners move toward a national, international, global, and intercultural perspectives.



* Includes second/additional language learning



Subject Goals

The subject goals for the IPC cover Knowledge, Skills and Understanding in the following Subjects:

- Art
- Design Technology and Innovation
- Geography
- Health and Wellbeing
- History
- ICT and Computing
- International
- Music
- Physical Education (P.E)
- Science

All subjects have specific learning goals that are considered Knowledge, Skills, or Understanding. At NIS, we identify knowledge in yellow, skills in blue and understanding in green. This helps our learners to identify the subject goals.

In addition to the IPC Subjects, we also have goals for Maths, Language Arts and Danish.

Mathematics

NIS follows the English National Curriculum for Mathematics using White Rose Maths. This curriculum has an emphasis on personalising learning and targeting the development of deep understanding of concepts.

To ensure appropriate progression, learners are exposed to concrete materials and encouraged to visualise for

example using number lines before solving abstract sums. There is also an equal focus on rich problems that encourage reasoning, problem solving and flexibility.

An important focus area for all teachers and learners at NIS is promoting a positive Growth Mindset to Mathematics encouraging a lifelong love of the subject.

These goals or standards are carefully planned for, taught and assessed throughout Primary. They follow on perfectly from the International Early Years Curriculum goals and are used as a baseline for entry to Secondary.

Language Arts

NIS follows the English National Curriculum for English. The curriculum outlines clear goals for learners in Reading, Writing, Spelling, Grammar and Punctuation which ensures that learners can build on what they learn. Learners In Lower Primary (MP1 and 3i) will also be taught an accredited phonics programme to give them a solid foundation of word sounds and blends.

Quality Reading is important at NIS and we use Reading A-Z, a scheduled lessons in the school library, as well as DEAR (drop everything and read) time in school to promote the love of reading and literature. Learners are exposed to the writing process of: planning, drafting, editing and publishing writing, as this encourages learners to have a Growth Mindset and ensure they are reflecting over their learning at every stage.

We believe this process helps them to produce their best learning.

Danish

NIS follows a curriculum that was created by DISN, which is the Danish International Schools Network. This curriculum has been rigorously developed in order to meet the needs of international learners in Denmark and to give learners the chance to learn not only the language, but cultural aspects of living in Denmark.

ICT and Computing

NIS follows the IPC goals for ICT and Computing. These goals have been designed to rigorously challenge learners as well as developing their Knowledge, Skills and Understanding. We are committed to providing a learning environment where technologies are used to develop the learning skills needed for learners of today and tomorrow.

Personal Learning Goals

The Personal Learning Goals shape our attitudes and capabilities as learners and people. They will help learners to flourish and overcome challenges in life and learning. These Goals help learners develop a Growth Mindset as well as become more confident and independent learners.

These goals are included in unit tasks so that children learn about what they mean and put them into practice.

The Personal Learning Goals are visible in lessons and consistently planned for in order for them to be taught explicitly.

At NIS, the Personal Learning Goals develop from IEYC to MP3. The Personal Learning Goals are visible with our school mascot KindNIS as well as age-appropriate definitions in each classroom.



The Personal Learning Goals are defined as:

Adaptable:

We approach all learning with an open mind and are flexible in our learning. We are able to change our ideas sometimes and accept that this might be necessary for the best outcomes and are confident in this ability to change our ideas.

Collaborator:

We work and learn together and understand that different people will have different roles in a group. This means we will be able to think about the needs of the group and work with others to meet them.

Communicator:

We are able to make our opinions and intentions clear as well as listen to the opinions and intentions of others. We are able to do this in lots of different ways - through spoken and written word, in different contexts and for different audiences.

Empathetic:

We think and reflect on our learning and experiences. This means we are able to think about issues raised by what we are learning, understand and respect the points of view of others while also considering how they impact our own lives. We are able to show compassion for others and appreciate our commonalities and differences.

Ethical:

We do the right thing even when no one is watching as well as make selfless decisions in order to support our own and others' learning. We learn about ethical and moral choices, which are linked to the school behaviour policy.

Resilient:

We keep on trying when things are difficult and cope with our feelings when we might not be successful. We realize

that learning takes effort even if we are not always successful first time.

Respectful:

We are polite and kind to everyone and the world around us. This means we understand that others have needs that are sometimes the same as ours, but sometimes different. We can understand and show respect for these needs in people, other living things and the environment.

Thinker: We like to find out and learn new things as well as make connections between new learning and other things we know or understand. This means we ask, think about and find answers to the questions that can help us find out even more. We use this questioning to also reflect further on our learning in order to show a greater depth of understanding.

In addition to the Personal Learning Goals, the **Growth Mindset** and **Learning Pit** are in the learning landscape at NIS. These tools help to shape learners to be resilient in their learning, willing to take on challenges and develop their rigorous learning. You will see examples of these up in all Primary classrooms.

The Learning Pit



International Learning Goals

The UN stated that by 2019, the number of international migrants worldwide people residing in a country other than their country of birth reached 272 million. Many of us now live beyond the borders of our families and live in communities with a variety of cultures, languages, beliefs and cuisine. It is therefore important that learners have the chance to have opportunities to learn to collaborate, learn about and value the differences and similarities with their shared communities.

The International Learning Goals help learners begin to move towards increasingly sophisticated national, international, global and intercultural perspectives on the world around them, whilst developing the capacity to take action and make a difference. The IPC split the International Learning goals into two parts: International Mindedness and Global Competency.

International Mindedness

International Mindedness at NIS is defined as:

International Mindedness is learning together while appreciating our similarities and differences through respect, collaboration and communication.

At NIS, we encourage learners to develop an interest in their own and other cultures as they start to understand multiple perspectives. By inspiring learners to be internationally minded, they are more likely to develop a passion for their local and global communities. Each year, we celebrate our similarities and differences with International Day. This day is a chance for our community to celebrate our similarities and differences in line with our definition of international mindedness.

Global Competency

Global Competency is taking my learning outside the classroom to find out more about the world and to take action!

In order for learners to become engaged, globally competent citizens, it is crucial for them to develop not only a strong interest in their own and other cultures and a deep understanding of multiple perspectives, but also a keen desire to help shape local and global communities through actions to make an impact positively to society.

At NIS, learners are known as Action Ambassadors, where they can come up with ideas of ways to help improve, develop, and support the local and global community. These ideas are learner led and the action may come as a result of links to the learning journey, current affairs or an area of interest.

Terminology to support the development of globally competent learners includes the use of the following throughout the IPC thematic units:

HOME

The country where the child may have been born and/or has cultural roots.

HOST

Where the child is living now, and where the school is located.

HERITAGE

The countries where the child's family originates from.

ADOPTED

Countries that enhance learning by allowing for comparison to the home/host/heritage country.

Knowledge Skills and Understanding

At NIS, we recognise that Knowledge, Skills and Understanding are learnt, taught and assessed differently

Knowledge

Is usually data, facts, or information that is invariably right or wrong. It can be taught fairly quickly and usually needs to be remembered. Learners can use various strategies to help them recall and use these facts in their learning. Knowledge is assessed in a variety of ways such as: quizzes, questioning, multiple choice, knowledge harvests

Skills

Are more practical and refer to what the learners can do. Skills are transferable between different subjects and can be cross cultural. Skills are developmental needing time to develop through deliberate practice and learners go through a continuum of Beginning, Developing and Mastering of a specific skill. Skill development is often dependent on Knowledge that learners have acquired. Skills are assessed using the Assessment for Learning toolkit, which have specific learner rubrics.

Understanding

Is complex and is about helping learners to understand why. We think of understanding as 'making meaning'. Understanding is always developing. Understanding requires time and it may take significant time for it to develop. Learners will begin to make connections between the knowledge and skills they have and this in time will develop into a deeper understanding. The development of understanding often involves a lot of personal reflection. Understanding is monitored through: observation, use of the Big Question, Exit Point presentations, learners presentations.

Learners will see a variety of Knowledge, Skills and Understanding learning goals throughout their time in Primary. These will be signposted with the below symbols, which link back to our school mascot KindNIS.



Knowledge

I Know that ...



Skills

I am able to ...
I can



Understanding

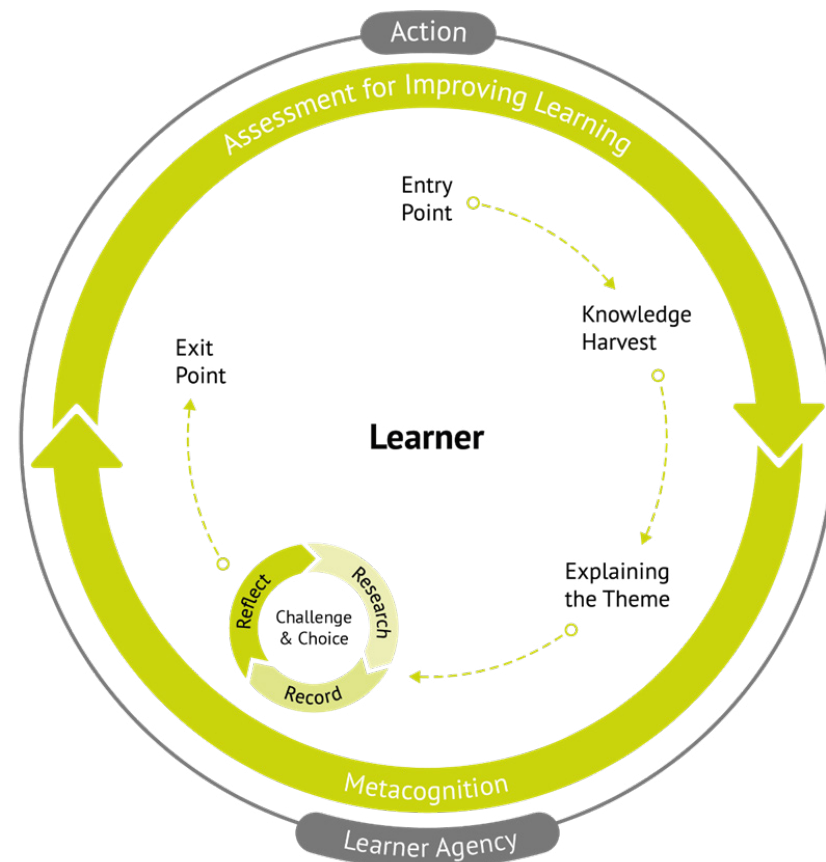
I Understand....
I explain



The Process to Facilitate Learning

All IPC units follow the Process to Facilitate Learning, with the learner at the centre, which is structured to make sure that the child's learning experience is stimulating and effective.

The process involves 5 stages encircled by the essential connection between Assessment for Improving Learning, Self-Assessment and Action.



ENTRY POINT

Each unit is launched in a way that sparks interest and curiosity, prompting recall of previous learning and generating excitement for the new learning to come. The Entry Point acts as a point of reference for learners to look back at throughout the unit.

KNOWLEDGE HARVEST

This provides an opportunity for learners to share what they already know about the theme and enables teachers to tailor and differentiate their lessons accordingly. Current neuroscientific research shows that if the neuron cells in our brain can connect new information to existing learning, then we are more likely to remember it. That is why at NIS, we regularly come back to the Knowledge Harvest, making connections with new and knowledge. Learners will have opportunities to reflect on what they already know, or something new they have learnt and consider what else they may want to learn. This helps them to connect new learning as well as consolidate existing learning.

EXPLAINING THE THEME

How the unit will progress is shared so that learners make stronger connections between existing knowledge and future learning. This is also where learners are introduced to the subject goals and an overview of what the unit of learning will entail. At NIS, we pose a Big Question that fits with the theme of the unit, which will be regularly visited throughout the unit looking at it from different subject areas in order for learners to develop a deeper understanding. In doing this, learners are able to see the unit of learning from multiple perspectives and make further connections between Knowledge, Skills and Understanding. During this stage, learners are also encouraged to pose any questions of their own they would like to find out during the learning journey.

RESEARCH, RECORD & REFLECT

Each task has three components that combine to extend knowledge, develop skills and deepen understanding. The tasks are usually hands-on, engaging and always challenge learners with thought-provoking ideas.

Research: These activities always precede the recording activities. IPC research activities are experiential and exploratory. During research activities, learners use a variety of methods and may work collaboratively in groups or individually to find a range of information.

Record: During recording activities, learners think about, process and interpret the learning they have researched. At NIS, we promote 'Choice and Challenge' where learners

can select a way to present their learning as well as provide opportunities for learners to further develop their strengths and interests.

Reflect: Opportunities to discuss as well as record (written, audio or visual) answers to reflection questions are given. Reflective questions are intended to support learners:

- Make connections with other subjects, personal or international learning
- Support the development of metacognition- the awareness of how they learn
- Planning the next steps in their own learning

EXIT POINT

The Exit Point completes every thematic unit; bringing learners together to celebrate and demonstrate what they have learnt. This takes place during a planned reflection week which enables learners to think about what they have learned, how they have learned and what they now understand about the Big Question. The Exit Point enables the learners to connect all learning that has taken place in different subject areas, increasing the likelihood of a developing understanding and strengthening of knowledge stored in the learner's long-term memory.

Learners will see a variety of **Knowledge, Skills and Understanding** learning goals throughout their time in Primary. These will be signposted with the below symbols, which link back to our school mascot KindNIS.

Assessment for Improving Learning

Assessment for Improving Learning is a key tool to support learners during their learning journey and ensure that rigorous learning is taking place. Knowledge, Skills and Understanding are taught, learnt and assessed differently, with learners having multiple opportunities to show their learning during the units.

Knowledge Assessment - At NIS, assessment of knowledge supports our shared vision and is done in a variety of ways to improve learning. Knowledge assessments happen regularly and can often be simple, quick checks to ensure learners can retrieve knowledge.

The ways we assess Knowledge are:

- Knowledge Harvests
- Knowledge quizzes
- Questioning (self, peer and teacher-led)
- Learner responses on whiteboards
- Knowledge-based activities (matching, sorting cards)
- Vocabulary checks

Skills Assessment – At NIS, learners will be taught key skills in all IPC subjects. These skills will be built on from MP1 to MP3. For example: in History, learners in MP1 may be expected to select information from historical sources and this is built on in MP2 and MP3, with learners having to assess or analyse the sources. Skill assessment happens regularly and throughout the academic year and Milepost. Learners will have the opportunity to practice the skill on more than one occasion.

Assessment of Skills takes place through

- Observation
- Practice
- Self-reflection with child-friendly rubrics

The IPC provides both learner and teacher rubrics, with a combination of both being used in order to support learning. Learners have the opportunity to self-assess against the rubrics before the teachers give their feedback. After each key skill has been assessed, learners are given feedback via learning advice, which will give a specific target area in order to further improve learning next time.

Monitoring Understanding – Learners are given many opportunities to show, develop and explore their understanding. The monitoring of this is multifaceted and consistently built into learning journeys. At the beginning of each unit, learners are given an initial opportunity to answer the Big Question. As learners understanding of the unit develops through different subject lenses, the level of understanding gradually deepens.

Monitoring of understanding takes place through:

- Daily, weekly and end of unit reflections
- Exit Points
- Big Question
- Open-ended tasks
- Making connections with prior learning

Marking – Teacher marking is also an integral part of the learning process. Learning portfolios will be marked at regular intervals, with learners given the opportunity to respond to feedback. This will look different in each

of the Mileposts, for example, MP1 may do this more orally, where as learners in MP3 will be responding to feedback in writing.

A summary of Assessments that take place in each Milepost

Milepost	IPC subjects
1 Year 1 and Year 2	<ul style="list-style-type: none">• Knowledge Assessment at the beginning and end of each unit of learning• Skills rubrics and Learning advice for the Core IPC goals being tracked at NIS• Understanding reflections regularly and answering of the Big Question during each subject in the learning journey
2 Year 3 and Year 4	<ul style="list-style-type: none">• Knowledge Assessment at the beginning and end of each unit of learning• Skills rubrics and Learning advice for the Core IPC goals being tracked at NIS• Understanding reflections regularly and answering of the Big Question during each subject in the learning journey
3 Year 5 and Year 6	<ul style="list-style-type: none">• Knowledge Assessment at the beginning and end of each unit of learning• Skills rubrics and Learning advice for the Core IPC goals being tracked at NIS• Understanding reflections regularly and answering of the Big Question during each subject in the learning journey

Positive behaviour at NIS

Restorative Practices is a system of formal and informal processes that build and sustain a culture of kindness, respect, responsibility and justice. This is achieved through emphasising the importance of trusting relationships as central to building community and repairing relationships when harm has occurred.

Restorative practices cultivate a culture in which everyone feels like they belong. They build a particular sense of community in which everyone feels that they are seen, heard, and respected.

Restorative Practices at NIS:

Restorative Practice is an integral part of our school behaviour policy. We focus on repairing relationship breakdowns as opposed to blaming and enforcing punitive punishment. Learners are able to talk through what has happened, agreeing on steps

Restorative Chat:

Teachers may ask the learners involved:

1. What happened?
2. How do you feel?
3. Who has been affected by the action?
4. How did your actions make the other person feel?
5. What do we need to do to make thing right?
6. What will we do next time?



Community Involvement

“When schools, families and community groups work together to support learning, children tend to do better in school, stay in school longer and like school more”

Community involvement is an essential part of the learning journey and at NIS it is encouraged in order to support the learners. Parents have the opportunity to be involved in the Exit Points at the end of the learning journey of a unit, as this gives learners the opportunity to share what they have learnt with a wider range of audiences.

What the community do to support learning at NIS:

- Engagement with blogs- Blogs will be come via Firefly each Friday. This will contain important information, Home Learning activities and an opportunity for you to talk about the week's learning with your children
- Use the Language and talk about learning- Knowledge Skills and Understanding, Beginning, Developing and Mastering, Using the Personal Learning Goals
- Join Exit Point celebrations- The dates for these will be sent out at least 3 weeks before the date
- Attend Parent Consultations and Learner led conferences- This will be a chance to find out reflections from the teacher, goal set and celebrate the learning of your children
- Attend information evenings, coffee mornings, parents sessions and IPC webinars- This will be a chance for NIS to explain how and why we teach in the way we do and any strategies we have to supportt the learning in school
- Volunteer- If you have specialty, interest or experience that can be used to supportt the learning in school
- Be involved in the school community



Self-Review and Accreditation

NIS Leadership and teachers are constantly on a mission to improve learning experiences and outcomes for all learners. To help us get the most from our curriculum, we use a self-review process which focuses on seven key foundations.

Foundation 1- Learner focused Personal, International and Subject Learning Goals

Foundation 2- A progressive Pedagogy

Foundation 3- A process to Facilitate Learning for All

Foundation 4- Globally Competent Learners

Foundation 5- Knowledge, Skills and Understanding are taught, learned and assessed differently

Foundation 6- Connected Learning

Foundation 7- Assessment for Improving Learning

Each of the above criteria have recognised developmental stages that are described in rubrics that follow the progression of Beginning, Developing and Mastering. Mastering implies that a school is implementing the IPC at a high level.

NIS is a world leading school within the IPC and have been successfully accredited in both 2019 and 2023. The School leadership, teachers are continually striving to improve learning and will undertake the next accreditation in 2027.



