

IPC Accreditation Rubric

A clear focus on children’s learning

| Beginning | Developing | Mastering |
|---|--|--|
| <ul style="list-style-type: none"> ▪ Some teachers in the school make explicit the learning intentions for each lesson but usually focus on subjects to the exclusion of personal targets and international mindedness. ▪ Discussions with children during lessons are sometimes focused on what is being learned but are often equally focused on children’s activities. ▪ Some teachers review with children how and what they have learned but this practice is not consistent. ▪ Some teachers are beginning to keep records of what children have learned. ▪ IPC work is well displayed in the classroom but the learning isn’t made explicit. ▪ Descriptions of and discussions about the IPC with parents often focus on the activities. ▪ Some teachers are willing to help parents become engaged in their children’s learning. | <ul style="list-style-type: none"> ▪ All teachers have begun to make explicit the learning intentions for their lessons but they do not always focus on subjects, personal development and international mindedness appropriately. ▪ In most classes, discussions with children during lessons are frequently learning focused. ▪ Most teachers have begun to provide age-appropriate reviews with children about their learning and how they learned. ▪ All teachers keep some record of what children have learned. ▪ In many classrooms, displays of work from the IPC have begun to indicate the learning that took place. ▪ Descriptions of and discussions about the IPC usually, but not always, focus on what children have learned or will learn. ▪ Most teachers enable parents to engage in their children’s learning. | <ul style="list-style-type: none"> ▪ All teachers in the school make explicit the learning intentions for subjects, personal development and international mindedness in their planning and their lessons and to children and parents. ▪ Discussions with children during lessons are focused primarily on what is being learned rather than the activities in which children are engaged. ▪ All teachers provide age-appropriate regular reviews that enable children to reflect on their learning and to know what they have learned. ▪ Records of learning are well maintained and are up-to-date. ▪ All classroom displays clearly show the learning that has taken place. ▪ Descriptions of and discussions about the IPC with parents focus first on what children have learned or will learn. ▪ All teachers help parents become engaged in their children’s learning. |

Shared outcomes about the kinds of children we are helping to develop

| Beginning | Developing | Mastering |
|-----------|------------|-----------|
|-----------|------------|-----------|

| | | |
|---|--|--|
| <ul style="list-style-type: none"> ▪ The school is only beginning to make explicit the kinds of children it is helping to develop. ▪ The school provides limited evidence for and justification of its views. ▪ The outcomes are documented but only known or accepted by some stakeholders in the school. ▪ The school revisits this issue occasionally but only with internal stakeholders such as teachers. ▪ The vision articulated by the school's explicit statements about the children it is helping to develop has only a small impact on practice. | <ul style="list-style-type: none"> ▪ The school makes explicit a clearer view of the kinds of children it is helping to develop. ▪ The school provides some evidence for and justification of its views but the evidence is neither comprehensive nor compelling. ▪ The outcomes are documented but only shared with and known by some stakeholder groups in the school. ▪ The school revisits this issue on a planned basis but only with internal stakeholders. ▪ The vision articulated by the school's explicit statements about the children it is helping to develop is having a significant impact on some aspects of school life. | <ul style="list-style-type: none"> ▪ The school is able to articulate explicitly and with clarity the characteristics of the children it is helping to develop. ▪ The school is able to justify these outcomes on the basis of their appropriateness in terms of child development, their relevance to future stages of learning and their appropriateness for the world in which children are likely to live. ▪ The outcomes are documented and shared by all of the main stakeholder groups – teachers, children, parents, board members, governors and others – in the school. ▪ The school continually works with new stakeholders to introduce them to its view about the kinds of children it is helping to develop. ▪ The vision articulated by the school's explicit and clear statements about the children it is helping to develop has significant impact on all aspects of school life. |
|---|--|--|

Awareness of classroom practices that help children develop appropriately

| Beginning | Developing | Mastering |
|--|---|--|
| <ul style="list-style-type: none"> ▪ Some of the teachers and others who work in classrooms demonstrate an awareness that different classroom practices will affect the way children develop. ▪ The school has articulated some of these classroom practices but they do not yet relate to all of the characteristics it wants to help children develop. ▪ There is evidence of these different practices in action in the school but it is not consistent across all classrooms. ▪ Information and explanation about the different practices are shared with some but not all stakeholders in the school, including children. | <ul style="list-style-type: none"> ▪ Everyone who works with children in classrooms is aware that the quality and variety of appropriate classroom practices will affect the way children develop. ▪ The school has articulated some but not all of the most important classroom practices that will contribute to the characteristics it wants to help children develop. ▪ There is evidence of some of these practices in action in all classrooms throughout the school. ▪ Information and explanation about the different practices are shared with all stakeholders in the school. | <ul style="list-style-type: none"> ▪ The school's awareness that different classroom practices affect children's development is evident in everything that happens in terms of learning and teaching. ▪ The school has clearly articulated a range of classroom practices that will contribute to the achievement of <i>all</i> the characteristics it wants to help children develop. ▪ There is evidence in each classroom of these practices in action. ▪ Stakeholders in the school know about the links between classroom practice and the kinds of children the school is helping to develop and are able to justify them. |

International mindedness

| Beginning | Developing | Mastering |
|--|--|--|
| <ul style="list-style-type: none"> ▪ The school has accepted that the development of international mindedness is an important characteristic for its children. ▪ Some but not all of the stakeholders in the school have a clear idea of the school's definition of international mindedness. ▪ All classrooms provide some practical opportunities for children to experience some international aspects of the curriculum. ▪ The school's regular reviews of learning and teaching pay some attention to the development of international mindedness. ▪ Some people in the school demonstrate an awareness of the 'other' in their everyday work and in the resolution of disputes. | <ul style="list-style-type: none"> • The school explicitly defines international mindedness as an important characteristic for its children. ▪ All stakeholders in the school are aware of the school's commitment to international mindedness. ▪ All classrooms provide practical opportunities for children to develop their international mindedness. ▪ The school always focuses on international mindedness as part of its regular reviews of learning and teaching. ▪ Most people in the school demonstrate an awareness of the 'other' in their everyday work and in the resolution of disputes but the school has no formal processes that codify this. | <ul style="list-style-type: none"> ▪ The school demonstrates a deep commitment to the development of international mindedness as one of the characteristics for its children. ▪ All of the stakeholders in the school can articulate the school's definition of international mindedness. ▪ All classrooms provide practical opportunities – appropriate to the age and experience of the children – for them to develop and deepen their international mindedness. ▪ The development of international mindedness is a consistent and central part of the school's regular reviews of learning and teaching. ▪ The school has a clearly articulated process for identifying and resolving conflicts amongst diverse viewpoints. |

An appropriate balance between knowledge, skills and reflection leading to understanding

| Beginning | Developing | Mastering |
|---|--|--|
| <ul style="list-style-type: none"> ▪ The school is aware of the relationship between learning goals and activities in the IPC. ▪ Teachers and children are aware of the learning goals that underpin their work in the IPC. ▪ Teachers' planning is based on the learning goals of the IPC. ▪ There is evidence in most classrooms that teachers are providing opportunities to develop knowledge, skills and understanding. ▪ Teachers provide opportunities for children to reflect on their learning. | <ul style="list-style-type: none"> ▪ The school has articulated the learning goals that the children should achieve in each unit of the IPC. ▪ Teachers, children and others can articulate the different learning goals related to knowledge, skills and understanding. ▪ Teachers' planning focuses on knowledge, skills and understanding learning goals. ▪ There is evidence in all classrooms that children have opportunities to develop knowledge, skills and understanding appropriately. ▪ There is evidence in all classes that children reflect on their own learning and are beginning to articulate those reflections. | <ul style="list-style-type: none"> ▪ The learning goals of the IPC are the foundation for all of the school's learning that takes place using the IPC. ▪ Teachers, children and other stakeholders can articulate the differences between knowledge, skills and understanding and are aware of the implications of those differences. ▪ The school's and teachers' curriculum planning of learning clearly articulates the particular knowledge, skills and understanding children should learn in each IPC unit. ▪ There is evidence in all classrooms of practices that support the acquisition and development of knowledge, skills and understanding at levels appropriate to children's age and experience. ▪ Children have the opportunity to reflect upon some of the broader questions related to the themes they have been studying. |

Appropriately rigorous children’s learning, and teachers’ high expectations of it

| Beginning | Developing | Mastering |
|---|--|---|
| <ul style="list-style-type: none"> ▪ Children are engaged in learning activities but they are not always supported by teachers’ enthusiasm and passion. ▪ Children’s learning (research and recording) is sometimes supported only by minimal interventions by teachers. ▪ Children use different resources for finding out information but the range is quite narrow. ▪ Children and teachers have a limited awareness of the learning intention of their activities. ▪ Children use a narrow range of methods to record what they have learned. ▪ The quality of children’s recording and note-taking shows some engagement, evidence of learning, care or pride in their work but only at a minimal level. | <ul style="list-style-type: none"> ▪ Children’s engagement in learning is usually supported by teachers’ enthusiasm and passion. ▪ Children’s rigorous approach to their learning (research and recording) is supported by teachers using a variety of appropriate strategies and interventions. ▪ Children use a wider range of resources for their research beyond books or the internet. ▪ Children and teachers are aware of the learning intentions of their activities but don’t always refer to them. ▪ Children use a variety of ways to record their learning which reinforces their skills in language arts and which are appropriate to their multiple intelligences. ▪ The quality of children’s recording and note-taking shows that they are engaged in their learning and have taken pride in their work. | <ul style="list-style-type: none"> ▪ Children and teachers are enthusiastically engaged in the learning activities. ▪ Children’s responses to their learning (research and recording) are as rigorous as possible. Children are supported by teachers using a range of appropriate strategies and interventions. ▪ Children use a wide range of primary and secondary resources for their research. ▪ Children and teachers are not only aware of the learning intentions of their activities but use these to guide their progress and development. ▪ Children maintain a wide range of formal records of their learning which reinforce their skills in language arts and which are appropriate to their multiple intelligences. ▪ The quality of children’s recording and note-taking demonstrates the highest standards of presentation and care. |

Implementation of the brain-friendly elements of the IPC

| Beginning | Developing | Mastering |
|---|---|--|
| <ul style="list-style-type: none"> ▪ Most teachers and classroom assistants in the school are aware of some of the implications of brain research for learning and classroom practice. ▪ Teachers are aware that the design of the IPC incorporates elements that are derived from brain research. ▪ Teachers have an awareness of learning styles and multiple intelligences and make some attempt to use them in their classroom practice. | <ul style="list-style-type: none"> ▪ All stakeholders in the school are aware of the implications of brain research for learning and classroom practice. ▪ Teachers know which elements of the IPC are derived from brain research and can identify them. ▪ Teachers share with their children information and ideas related to brain-friendly learning. ▪ Teachers' own knowledge and skills in, and awareness, of brain-friendly learning are continually developing. ▪ Children have experience of each of the five key brain-friendly elements of the IPC (entry point, knowledge harvest, learning styles, multiple intelligences and research/record) in most units. | <ul style="list-style-type: none"> ▪ All teachers and classroom assistants in the school are able to talk at an appropriate level about those aspects of brain research that are well-founded and those that are less so. ▪ Teachers can identify clearly those aspects of the IPC that emerge out of brain research and can articulate how and why. ▪ Teachers have deep insights into the nature of intelligence and multiple intelligences and can apply these in the classroom. ▪ Children are able to think about and adapt their own and others' learning on the basis of their awareness of brain-friendly elements. ▪ The five key brain-friendly elements of the IPC (entry point, knowledge harvest, learning styles, multiple intelligences and research/record) are consistently and deeply implemented throughout each unit. |

Implementation of themes through integrated yet separate subjects

| Beginning | Developing | Mastering |
|--|--|---|
| <ul style="list-style-type: none"> ▪ Teachers are aware of the relationship between the subject structure of the IPC and the exit outcomes for children. ▪ Themes are experienced by children through different subjects but not always comprehensively or coherently and not always in all classes. | <ul style="list-style-type: none"> ▪ Teachers and other stakeholders are aware of the relationship between the subject structure of the IPC and the exit outcomes for children. ▪ All children have begun to experience the themes of the IPC through different subjects but not always comprehensively or coherently. | <ul style="list-style-type: none"> ▪ Teachers and other stakeholders can clearly articulate the relationship between the structure of the IPC and the exit outcomes for children. ▪ Teachers implement each unit of the IPC by comprehensively and coherently linking subjects appropriately to the theme. ▪ Children are able to articulate how their experience of and learning through the units of the IPC has provided them with multiple perspectives and a big picture. |

Assessment and evaluation that supports and informs learning rather than dictates it

| Beginning | Developing | Mastering |
|--|--|---|
| <ul style="list-style-type: none"> ▪ Some teachers, and others who work in classrooms with children, acknowledge the importance of finding out whether children have learned. ▪ The school has made attempts to link the assessments it uses to the exit outcomes of its children. ▪ The school uses assessment for reporting procedures and makes some attempt to analyse them but with low impact on informing staged improvements in learning. ▪ Teachers in the school are aware of the IPC Assessment for Learning Programme which is being implemented in some classrooms. | <ul style="list-style-type: none"> ▪ All of the teachers, and others who work in classrooms with children, are committed to finding out whether children have learned. ▪ The school has clearly linked its assessment procedures to its children's exit outcomes. ▪ The school uses both assessment for learning and assessment for reporting and makes some attempt to analyse the data and information so that learning can be improved. ▪ All teachers in the school know about the IPC Assessment for Learning Programme and it is being used in all classrooms. | <ul style="list-style-type: none"> ▪ All of the teachers, and others who work in classrooms with children, are committed to discovering not only what children have learned but how to improve their learning. ▪ All of the stakeholders in the school can articulate clearly the reasons why the school has chosen and how the school uses its range of assessment procedures. ▪ Whole-school, class and individual children's targets are derived from an analysis of the different assessment procedures. ▪ All teachers know about and use the IPC Assessment for Learning Programme to provide feedback to children and to re-adjust planning for learning and teaching. |