



NEXUS
INTERNATIONAL
SCHOOL
MALAYSIA



Primary Curriculum

International Early Years & International Primary Curriculum

Information Booklet

OUR PURPOSE

To educate the youth of the world to take their productive place as leaders in the global community.

OUR CORE VALUES

Being Dedicated to a culture of **Respecting** and Caring for Each Other
Excellence
Openness in **Communication**
Acting with **Integrity**
Being **Passionate** in What We Do
Creating **Enjoyable** Environment

OUR VISION

Nexus International School will be an internationally minded learning community that nurtures and supports every child's emotional, physical, creative and intellectual needs in order that they can achieve academic success and become globally responsible citizens.

We will accomplish this by celebrating diversity and challenging minds.

OUR PROMISE

To foster the gifts and talents that reside in everybody through careful mentorship and guidance based on respect.

To provide a nurturing environment for these talents; one that is innovative, progressive and grounded in trust, compassion and respect.

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Opening Message from the Principal

At Nexus International School, the Primary Years are seen as a wonderful opportunity to capture the curiosity of children and instill in them a passion for learning that is long lasting. Our choice of the International Primary Curriculum supports our educational vision as articulated in The Nexus Way, with its focus on Learning, Mindsets, Inclusion, Relationships and Innovation. Adapted to the specific needs of our children in our context here in Malaysia, the IPC delivers this vision through its encouragement of deep learning in relation to knowledge and skills and understanding not only academically but also personally and internationally. It enables our learners to be challenged at just the right level for them so that they are fully engaged and develop a love of learning, whatever their educational preferences and needs. It allows for our learners to research and record their learning using the marvellous resources and technology available to them at NISM.

In Early Years, teachers use the goals from the International Early Years Curriculum, as a precursor to the IPC and in the Middle School the curriculum flows seamlessly as learners begin to deepen their conceptual understanding and independent thinking skills in readiness for IGCSE and IBDP.

This curriculum guide gives the reader information about how Nexus uses the IPC to achieve its goals and could be read together with the Nexus Way booklet in order to get a full understanding of what we can offer.

If more detailed information is required, please make an appointment to come and see us; our learners are very proud of their school and for newcomers, it is always great to see a school in action and to talk with them about their experiences.

The International Primary Curriculum (IPC)

IEYC - International Early Years Curriculum

IPC - International Primary Curriculum

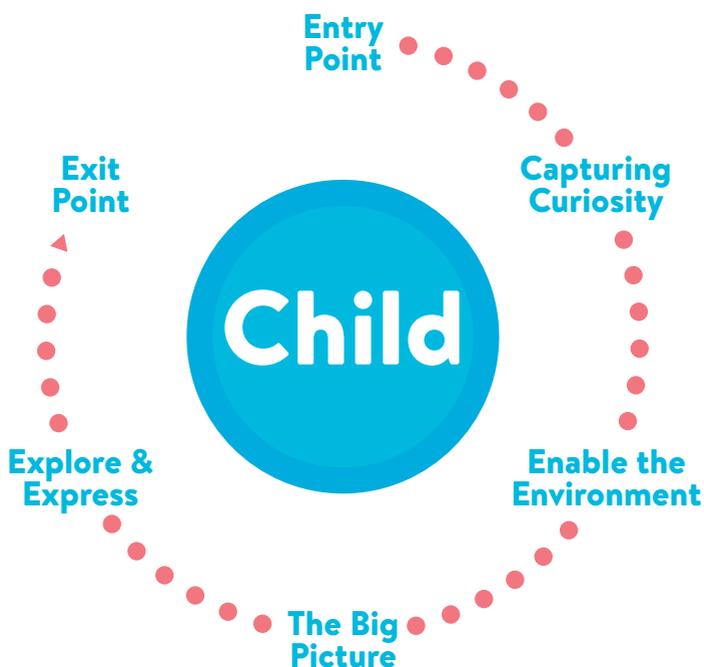
Structure:

The phases of the Primary school are as follows:

PHASE	YEAR GROUPS	AGES
IEYC	Early Years 1 and Early Years 2	Age 2 - 5
Milepost 1	Year 1 and Year 2	Age 5 - 7
Milepost 2	Year 3 and Year 4	Age 7 - 9
Milepost 3	Year 5 and Year 6	Age 9 - 11

About the IEYC

The International Early Years Curriculum (IEYC) has a framework for teaching and learning. This framework comes in the form of learning strands, of which there are 4. Each Strand provides descriptions of what children will experience and learn about, through contextualised 'Explore and Express' activities. All of the learning that takes place through the strands is connected via an IEYC unit of learning or 'theme'. Each theme follows a process of learning which is detailed overleaf.



How is the IEYC taught?

Through the following learning strands. Each Strand provides descriptions of what children will experience and learn about through contextualised activities woven into IEYC units of learning.



Independence and Interdependence

Focuses on developing personal, social and emotional development.

This strand links to:

- The IEYC Personal Goals
- The IEYC International Dimension



Communicating

Communicating through:

1. Speaking and Listening
2. Reading
3. Writing
4. Number
5. Shape and Measures
6. ICT and Computing
7. Expressive Arts and Creativity



Enquiring

Focuses on developing the skills of enquiry through exploring:

- People
- The World



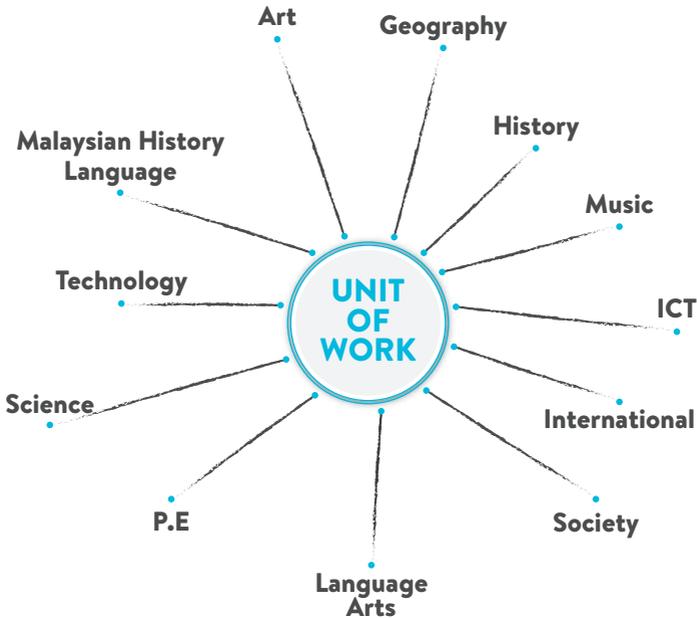
Healthy Living and Physical Wellbeing

Focuses on developing a positive attitude to:

- Health
- Self-care
- Physical activity

Subject Goals

The Subject goals of the IPC



Maths

NISM follows the English National Curriculum for Maths with an emphasis on personalising learning and targeting the development of a deep understanding of number.

- To ensure appropriate progression, learners are exposed to concrete materials then 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 at NISM is promoting a positive mindset to Maths encouraging a life long love of the subject!

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

Language Arts

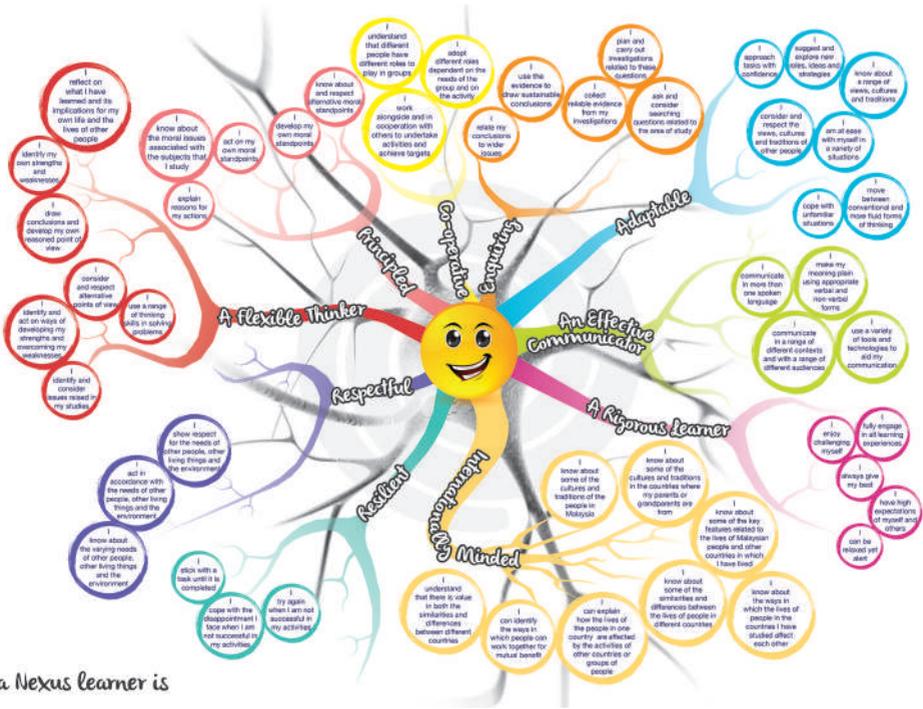
NISM follows the 'Talk for Writing' approach which enables children to read and write independently for a variety of audiences and purposes within different subjects.

A key feature is that children internalise the language structures needed to write through 'talking the text' as well as reading.

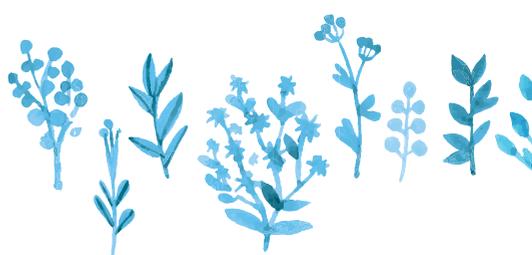
The approach moves from dependence towards independence with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

Personal Goals

The personal goals indicate the competencies and skills that we would like our children to acquire during their time in the primary school. The goals are represented through our Nexus Neuron and are planned for by teachers so that they are taught explicitly.



a Nexus Learner is

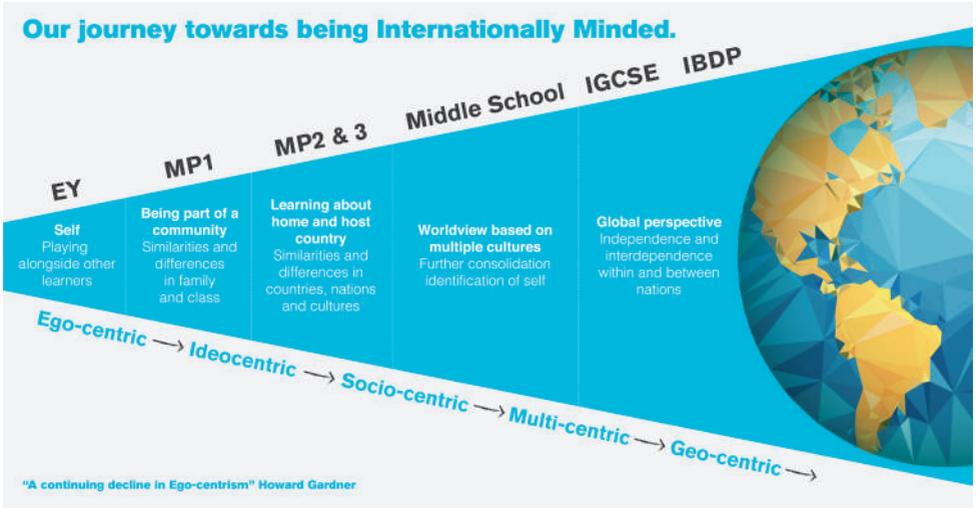


International Mindedness

International Mindedness is defined at Nexus as:

An understanding of ourselves as part of a global community and a respect for and celebration of diversity within that community.

The IPC is unique in defining learning goals that help young children to develop an increasingly sophisticated national and international perspective. We see this development as a gradual movement from a self-view to a world-view.



At NISM we encourage this development through learning about host and home countries, celebrating a wide variety of cultures, an appreciation of learner's Mother Tongue and learning another language in addition to English.

Knowledge, Skills and Understanding

We recognise that Knowledge, Skills and Understanding are learn't and taught 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 or hooks to help them to recall the facts.

Skills are more Practical and concerned with what learners are able to do. Skills are transferable between different subjects and can be cross-cultural. Skills need time to develop through deliberate practice and learners go through a continuum of Beginning – Developing and Mastering of a skill. Skill development is often dependent on knowledge accumulation.

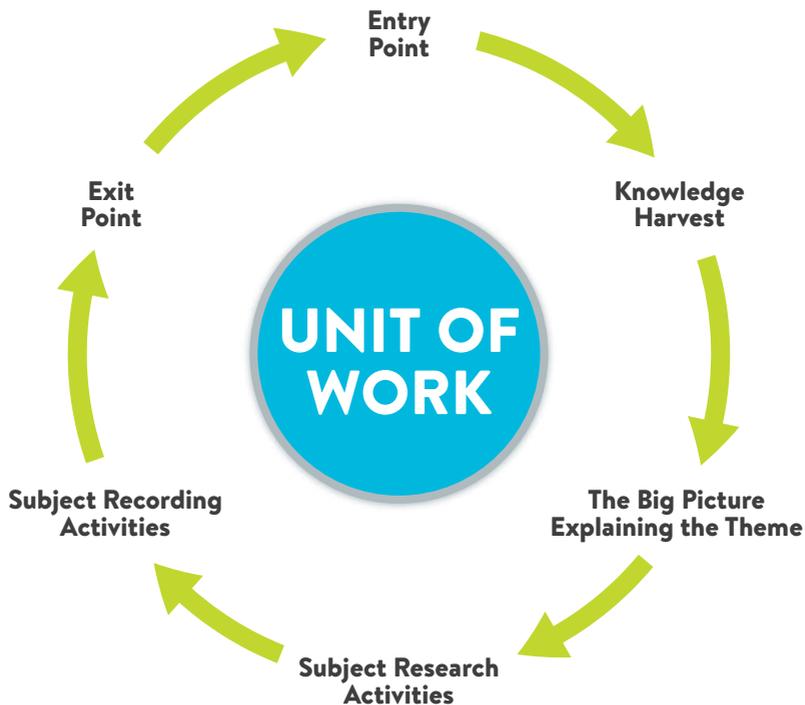
Understanding is complex and is about helping learners to know why. It is concerned with learners being able to make connections between the knowledge and the skills that they have. Understanding requires time and may take long periods to develop. The development of understanding often involves much personal reflection.

At NISM, learners appreciate the different ways in which they learn and are explicitly taught how they can learn best.



The learning Process of the IPC

When a learner experiences a unit of work or 'theme' in the IPC, they follow a clear and systematic learning journey:



Entry Point

The entry point is an activity that gets the learners excited about what they will learn in each new unit.

An entry point is usually a fun, engaging start to the theme. It acts as a point of reference for children to look back to throughout the unit. Although, there are no specific learning outcomes for this part of the learning process, often children learn through this experience.

Knowledge Harvest

The knowledge harvest allows the students to reveal what they already know about the theme they are learning. This enables teachers to personalise the learning for each child so that they are challenged at the level that they need to be.

Current brain 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. Learners will regularly come back to the knowledge harvest through each IPC unit, making connections with new and prior learning. They will 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 and consolidate existing learning.

Explaining The Theme

Explaining the theme involves consideration of the subject goals and an overview of the learning activities covered in the unit. This helps learners to see the 'big idea' of the unit; how the learning all fits together. As well as what children will learn in each subject, they are also often asked how they think they will learn best. At NISM we pose a Big Question that fits with each theme, this is visited regularly throughout the theme across the different subject areas and helps to develop a deeper understanding. This point of reflection also enables learners to see the theme from multiple perspectives.

At the beginning of each unit, curriculum letters are available on year group websites, which give parents information about the learning involved in the theme.

Research and Record activities

These are the main learning focus for the theme. They address the IPC subject, personal and International learning goals. Usually hands-on and engaging, these activities are always challenging and thought provoking.

During the research and record activities learners have the opportunity to learn in different ways as well as present their learning in different forms - this may be digitally in the form of a blog or video or it could be by making a model or diagram - there are many different forms that this could come in.

Exit Point

The exit point finishes a unit of learning in the IPC. It helps learners think about what they have learned, how they have learned and what they now understand about the big question. This enables the learners to connect all learning that has taken place in the different subject areas over the unit, increasing the likelihood of a developing understanding and strengthening the knowledge stored in the learner's long term memory.

This is very often a celebration that involves learners sharing with their peers and parents.



Rigorous assessment methods

At NISM assessment for learning (AfL) and assessment of learning (AoL) are seen as important tools for teachers and learners to be able to personalise and improve learning. Knowledge, skills and understanding are each assessed in different ways. Knowledge assessments are made through age appropriate quizzes and tests. Skills assessment is continual and our learner and teacher rubrics, along with learning advice, help learners to be able to make the appropriate next steps towards mastering. Learners are also given several opportunities to develop and reflect on their understanding through reflections using journals and apps such as SeeSaw. At the beginning of each IPC unit, learners are asked a 'big question'. As their understanding of the topic develops through the different subject lenses, the level of detail deepens when answering the big question.

Other assessments include externally compared assessments such as those from GL assessments in the UK: On entry all learners above Year 3 take a Cognitive Ability Test (CAT 4), which gives us a good idea of the child's ability and how they may learn best. This is also repeated in Year 5 for all learners. To enable us to assess the learners against an age standardised average and to compare year on year results, all learners also take the Progress Tests in English (PTE) and the Progress Tests in Maths (PTM) from GL assessments. You can find out more at <http://www.gl-assessment.co.uk/>

A summary of the assessments taken can be seen below:

Milepost	CAT 4	Writing	Reading	Maths	Other IPC subjects
1 (Y1 & Y2)	N/A	Termly assessment writing	- Weekly assessment against reading ladders - PTE	- Basic facts test - PTM at end of year - End of unit assessment	- Knowledge assessment for each theme - AfL skills assessment during every theme - Understanding reflections at the end of each theme
2 (Y3 & Y4)	Yes	Termly assessment writing	- Weekly assessment against reading ladders - PTE	- Basic facts test - PTM at end of year - End of unit assessment	- Knowledge assessment for each theme - AfL skills assessment during every theme - Understanding reflections at the end of each theme
3 (Y5 & Y6)	Yes	Termly assessment writing	- Weekly assessment against reading ladders - PTE	- Basic facts test - PTM at end of year - End of unit assessment	- Knowledge assessment for each theme - AfL skills assessment during every theme - Understanding reflections at the end of each theme

Parent 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.”

A New Wave of Evidence, S.E.D.L. (2002).

Parents are encouraged to come into school and share in their child’s learning at regular times throughout the term. Weekly Spotlights on learning give learners the opportunity to share their learning with peers and parents and Entry Points and Exit points are great ways for parents and children to share learning experiences. Parent workshops are offered each term to help parents to understand the IPC and **The Nexus Way**.

Parents receive a number of reports during the year. These are detailed below:

TERM 1				
New learner/ parent induction For all new families	Meet and Greet - Parents meet teachers to find out about curriculum/ systems and procedures	Family workshops	Parent Teacher Meeting	Written Report based on subject assessments at the end of each IPC theme

TERM 2		
Learner Led Conference Family workshops.	Written report based on Reading, Writing, Speaking & Listening, Maths, Personal Goals and Languages Other Than English.	Written report based on subject assessments at the end of each IPC theme.

TERM 3			
Written report based on subject assessments at the end of each IPC theme	Written, end of year report based on Reading, Writing, Speaking & Listening, Maths, Personal Goals and Languages Other Than English.	Progress Test in Maths and Progress Test in English results. (standardised summative assessment)	Parent Teacher meeting. Family workshops.

Self review and quality assurance

Nexus leadership and teachers are constantly on a mission to improve children's learning experiences and outcomes. To help us to get the most from our curriculum we use a self-review process from the IPC that is based on nine key criteria.

1. A clear focus on improving learning.
2. A shared vision about the kinds of children we are helping to develop.
3. Implementation of classroom practices that help children develop towards the school's shared vision.
4. International Mindedness.
5. The significance and development of knowledge, skills and understanding.
6. Rigorous children's learning and teacher's high expectations of it.
7. Implementation of the learning processes of the IPC.
8. Implementation of themes through independent yet interdependent subjects.
9. Assessment that improves learning.

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

NISM achieved Mastering status for the first time in November 2013, and again in 2016. The school was accredited by the IPC as one of only a handful of schools in the world to have achieved this.





Working toward positive behaviour

Restorative Practices at Nexus:

“Restorative Practice” is a series of ways that can be used to address conflict and misbehavior in school situations from the informal through to formal. The philosophy that learning happens in a safe and respectful relational context underpins Restorative practice.

Restorative Practice is an integral part of our school behavior policy, which addresses high-risk behavior such as bullying. It focuses on repairing relationship breakdown and harm to people as opposed to blaming and enforcing punitive punishment.

Restorative Chat:

Teachers will ask the learners involved:

1. What happened?
2. Who has been hurt/upset. How do you feel?
3. What do we need to do to make things right?
What will you do next time?

ICT at Nexus

Nexus International School is committed to integrating the use of all emerging technology into the school curriculum from Early Years through to Year 13.

We are committed to providing an environment where new technologies are used to develop the learning skills needed for learners of today and tomorrow.

By finding new ways to ensure that the use of emerging technologies will be an integral part of every child’s education, learners and teachers as Nexus will benefit from an enhanced learning environment.

Nexus Wolves - Nurturing Sports Talents

We offer a range of team and individual sports activities for our learners. Through these activities they get to learn teamwork and collaboration while also gaining self confidence.

Reading & Library facilities

Members of the school community can borrow books/resources from the library.

During and out of school hours, the library is used to develop a love of reading.

After school activities (CCA's)

There is a wide variety of age appropriate CCA's on each night of the week.

Trips & CCA	Challenge Week
Examples range from theatre visits, trips to the local community, Petronas Science Centre, nutrition centres and museums.	Examples range from building homes in Cambodia, turtle awareness at Perhentian, diving at Sabah and visiting the Orangutans at Perak.

Parents as Partners?

We recognise the value in working together with parents to support children's learning and development. If you would be interested in helping with day trips or on a more regular basis in school, please let one of our staff know.

PTA	Parents Workshops
We welcome all parents to join the PTA and take an active role in school life.	We have a comprehensive list of parent workshops focusing on how you can further support your child at home.
Events	Charity
<ul style="list-style-type: none">• Whole school Picnic in the Park• Family Charity Runs• Cultural Celebrations• Party in the Park	When supporting charities we focus on leading change and making a difference rather than simply fund raising.







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