



NEXUS
INTERNATIONAL
SCHOOL
MALAYSIA



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.

Contents

Opening Message From The Head Primary	4
The International Primary Curriculum (IPC)	5
Subject Goals	6
Personal Goals	7
International Mindedness	7
Knowledge, Skills and Understanding	8
The Learning Process of the IPC	9
Rigorous assessment methods	11
Parent involvement	12
Self review and quality assurance	13



Opening Message from the Head of Primary

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 Technology. 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)

Structure:

The phases of the Primary school are as follows:

PHASE	YEAR GROUPS	AGES
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

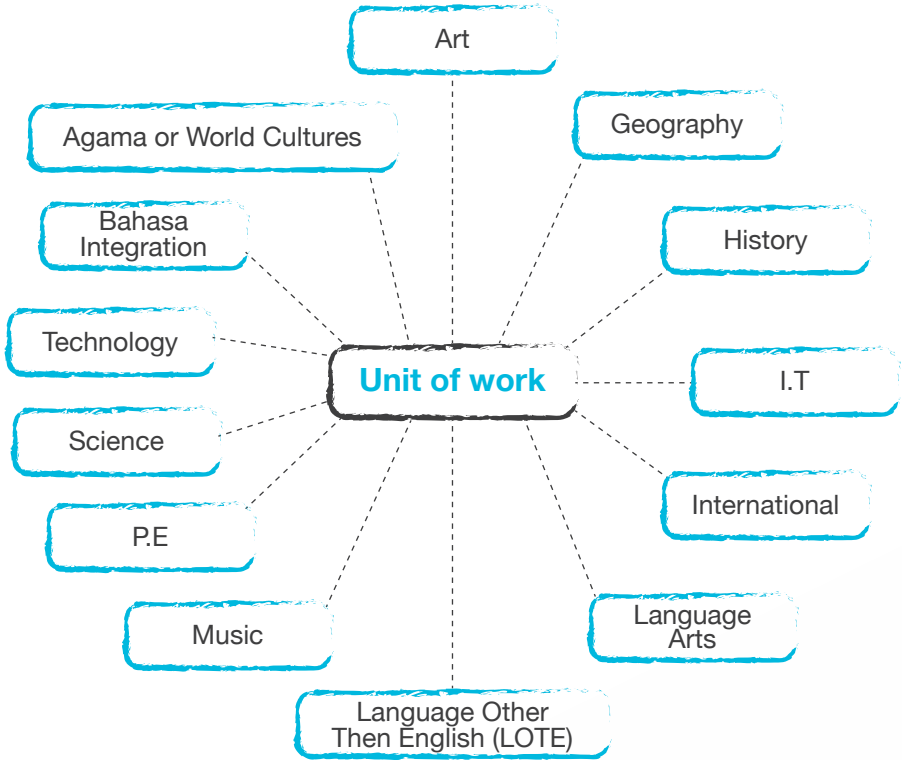
The IPC as delivered at Nexus is the result of years of development and improvement. Our teachers focus on rigorous subject goals and at the same time ensure high levels of learner engagement, personal development and a journey towards International Mindedness. The learning goals of the IPC comprise of three equally important areas:

1. Subject Goals
2. Personal Goals
3. International Goals



Subject Goals

The Subject goals of the IPC

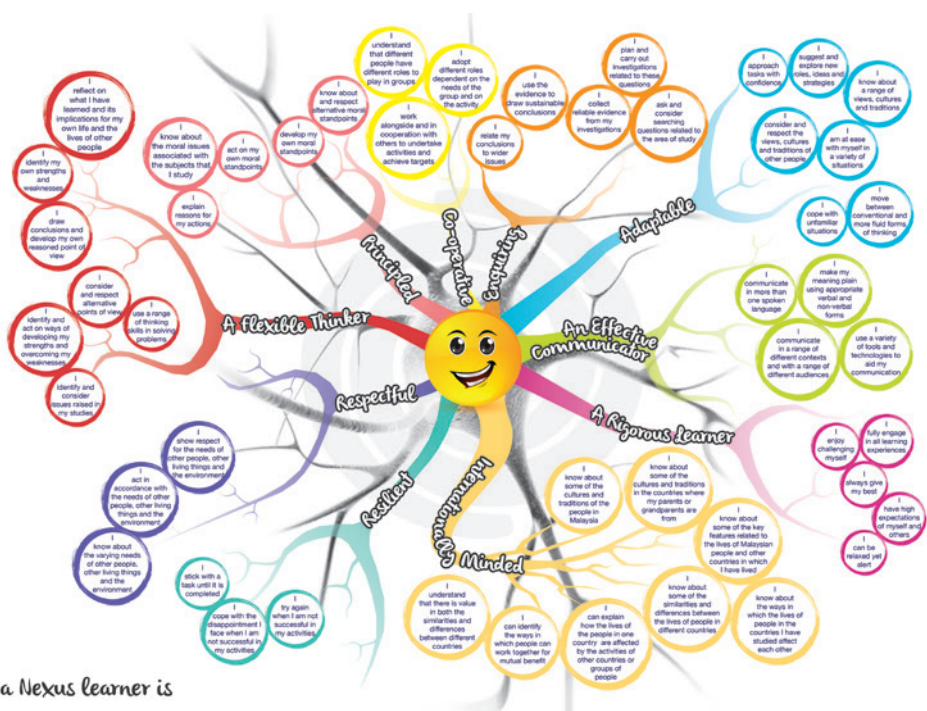


Maths is taught as a stand alone subject

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.

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.



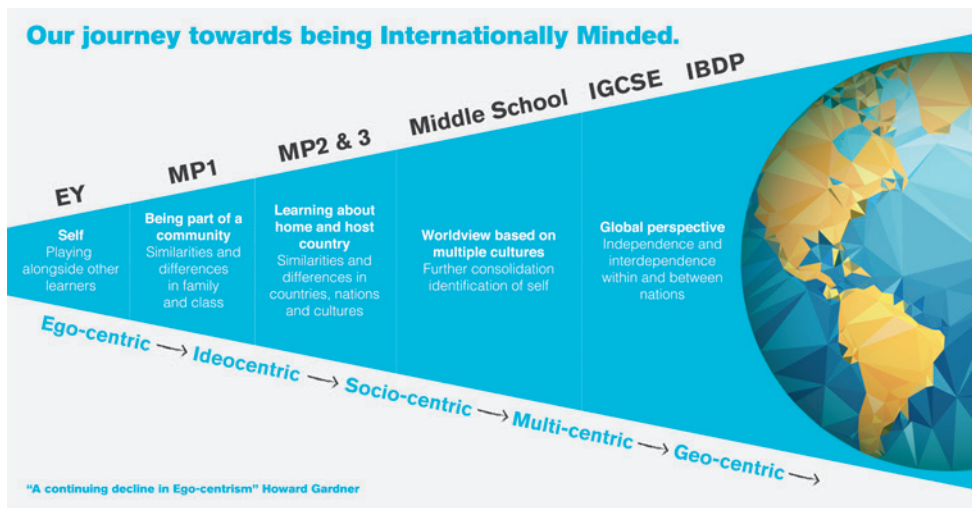
a Nexus learner is

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

Following the lead of the IPC, we approach Knowledge, Skills and Understanding slightly 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.

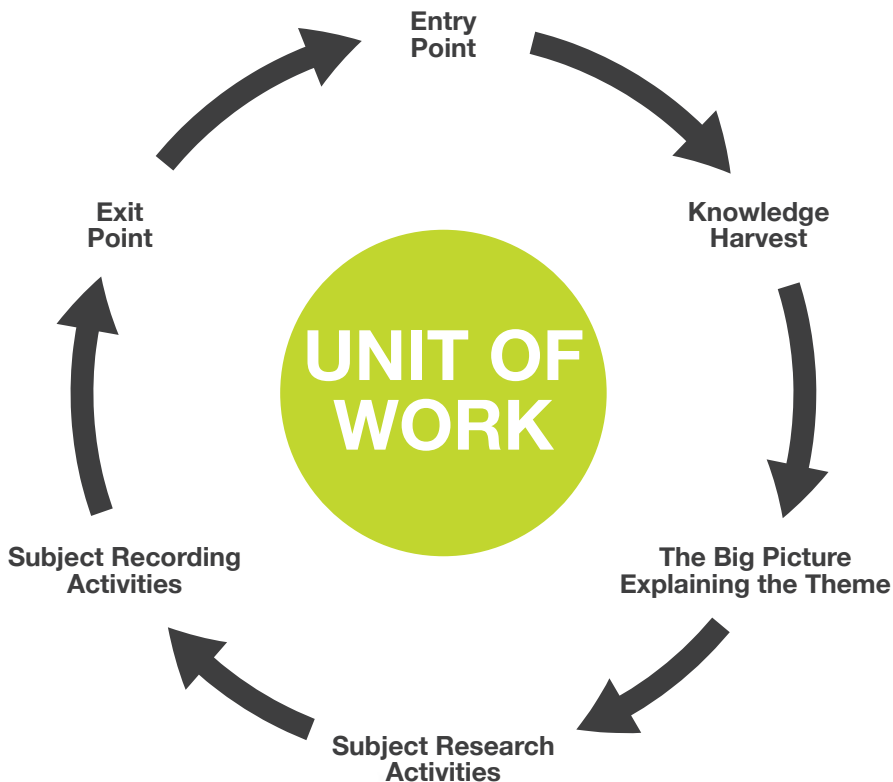
Skills are more Practical and concerned with what learners are able to do. Skills are transferable between different subjects and can be cross-cultural. Skills need time to develop through deliberate practice and learners go through a continuum of Beginning – Developing and Mastering of a skill. Skill 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 explicit 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 often 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 gives 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 throughout themes using tools like 'Socrative', 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.

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 3 and 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 moderated writing	<ul style="list-style-type: none"> - Weekly assessment against reading ladders - PTE (Y2 only) 	<ul style="list-style-type: none"> - AfL before and during each topic - PTM at end of year 	<ul style="list-style-type: none"> - Knowledge assessment for each theme - AfL skills assessment during every theme - Understanding reflections at the end of each theme
2 (Y3 & Y4)	Yes	Termly moderated writing	<ul style="list-style-type: none"> - Weekly assessment against reading ladders - PTE 	<ul style="list-style-type: none"> - AfL before and during each topic - PTM at end of year 	<ul style="list-style-type: none"> - Knowledge assessment for each theme - AfL skills assessment during every theme - Understanding reflections at the end of each theme
3 (Y5 & Y6)	Yes	Termly moderated writing	<ul style="list-style-type: none"> - Weekly assessment against reading ladders - PTE 	<ul style="list-style-type: none"> - AfL before and during each topic - PTM at end of year 	<ul style="list-style-type: none"> - 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 during the week. 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.	Written Progress Test in Maths and Progress Test in English results.	Parent Teacher meeting as required. 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, called the 'Bottom Line Nine' 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 (and can still be improved on).

NISM achieved Mastering status for the first time in November 2013 when it was accredited by the IPC as one of only a handful of schools in the world to have achieved this.







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