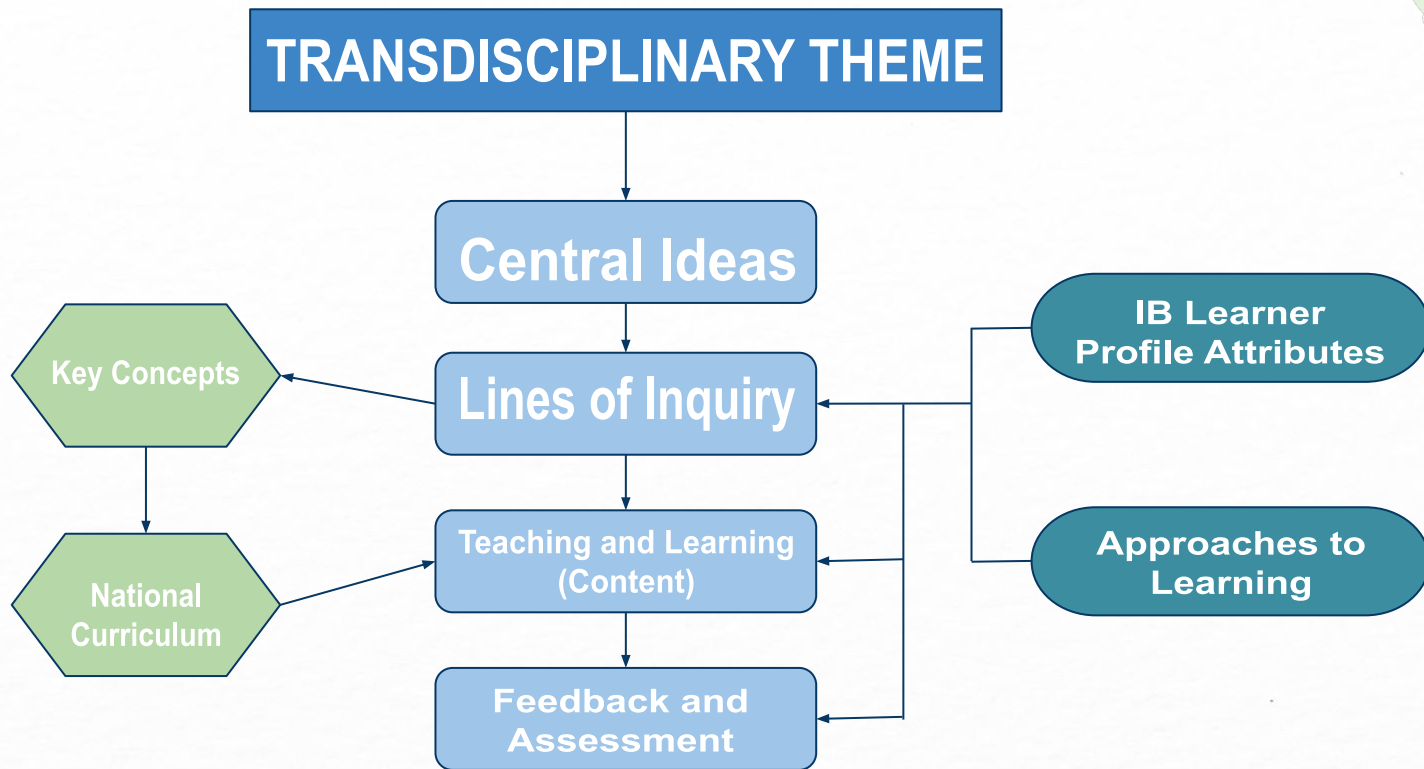# PYP FRAMEWORK

The Primary Years Programme (PYP) is a transdisciplinary curriculum framework that offers authentic learning experiences.

AGENCY: VOICE - CHOICE - OWNERSHIP

Transdisciplinary Themes	Approaches to Learning	Learner Profile	Action	Key Concepts	Related Concepts	International Mindedness
Who We Are Where We are in place and time How we express ourselves How the world works How we organise ourselves Sharing the planet	Thinking Research Communication Social Self-Management	Inquirers Knowledgeable Thinkers Communicators Principled Open-Minded Caring Risk-Takers Balanced Reflective	Personal or Collective: Participation Advocacy Social Justice Social Entrepreneurship LIfestyle Choice	**Form** - What is it like? **Connection** - How is it connected to other things? **Function** - How does it work? **Perspective** - What are the points of view? **Causation -** Why is it like this? **Responsibility -** What is our responsibility? **Change** - How is it changing?	Subject - specific concepts related to the inquiry	Global Engagement (incl. UN's Sustainable Development Goals) Intercultural Understanding Multilingualism Community

TEACHING FRAMEWORK

LEIGH
Academies Trust

TRANSDISCIPLINARY THEME

Central Ideas

Key Concepts

Lines of Inquiry

IB Learner Profile Attributes

National Curriculum

Teaching and Learning (Content)

Approaches to Learning

Feedback and Assessment
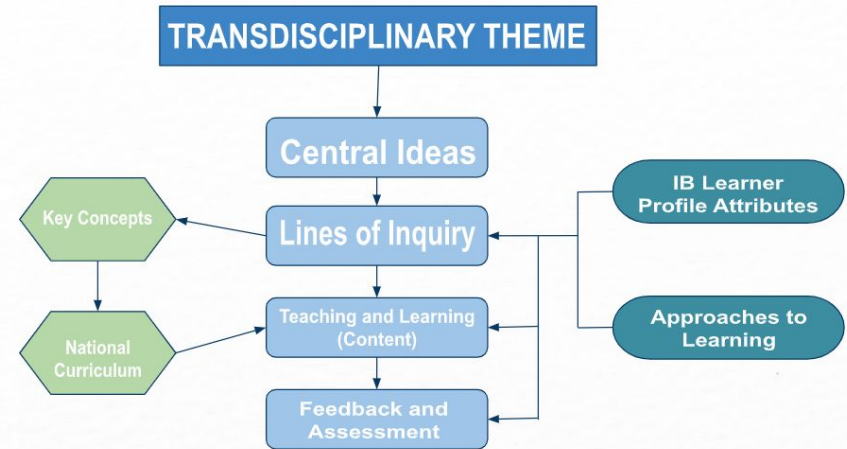
TRANSDISCIPLINARY THEMES

These transdisciplinary themes together provide children with authentic learning experiences that are not confined to the boundaries of traditional subjects. Although subjects play an important role in learning, PYP learners explore real-world problems by going beyond subject boundaries. Students have opportunities to reflect on the significance of their learning to take meaningful action in their community and the wider world.
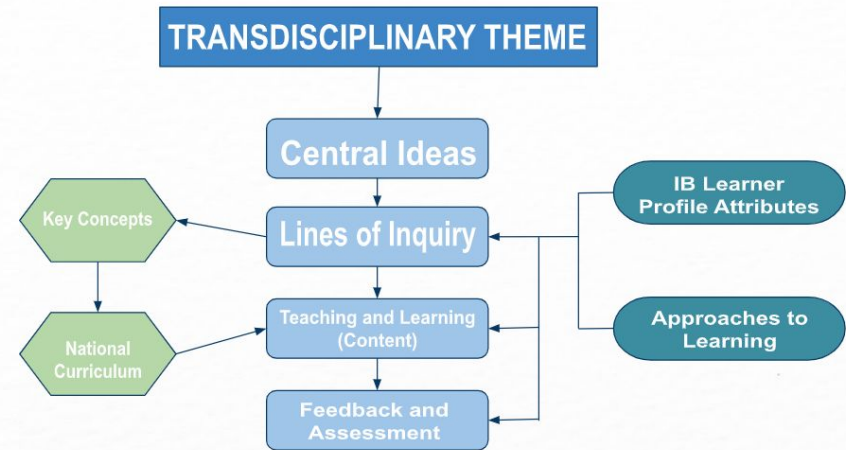
*Source: **From Principles Into Practice** - ibo.org - PYP Resources (need password).*

CENTRAL IDEA

A central idea is a conceptual understanding, written as a statement, which invites inquiry and reflects the transdisciplinary theme. It should challenge and extend students prior knowledge and integrate conceptual understanding and factual knowledge.

*Source: **From Principles Into Practice** - ibo.org - PYP Resources (need password).*

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LINES OF INQUIRY

Lines of inquiry clarify the central idea and define the scope of a PYP unit of inquiry.

Teachers plan a broad focus for the unit of inquiry based on the expectations of the National Curriculum and the interests of the learners.
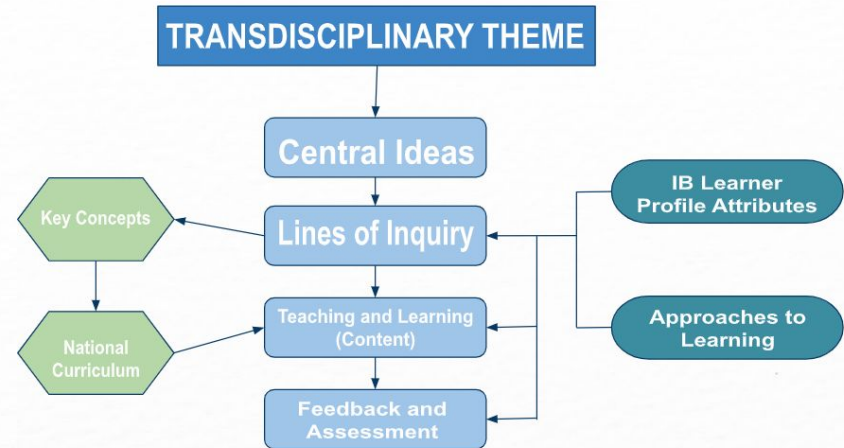
KEY CONCEPTS

The PYP is driven by eight key concepts.

FORM	**FUNCTION**	**CAUSATION**
CHANGE	**CONNECTION**	**PERSPECTIVE**
RESPONSIBILITY	**REFLECTION**	

A concept is a "big idea" - a principle or notion that is enduring and is not constrained by a particular origin, subject matter or place in time (Erikson 2008).

They are mental constructs which are broad, abstract, timeless and universal. They provide each unit of inquiry with direction and meaning.

These ideas are explored and re-explored in order to develop a deep understanding.

*Source: **From Principles Into Practice** - ibo.org - PYP Resources (need password).*
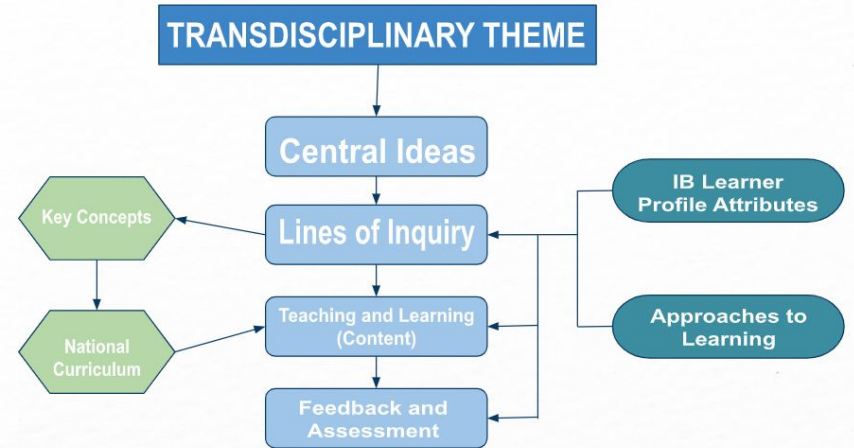
IB LEARNER PROFILE ATTRIBUTES

The IB learner profile represents ten attributes:

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-Minded
Caring
Risk-Takers
Balanced
Reflective

The attributes of the learner profile represent a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth.

They support students in developing international-mindedness and in taking action for positive change. Exercising their agency, students take ownership of their learning, express their ideas and opinions, and reflect on their development of the learner profile attributes.

*Source: **From Principles Into Practice** - ibo.org - PYP Resources (need password).*
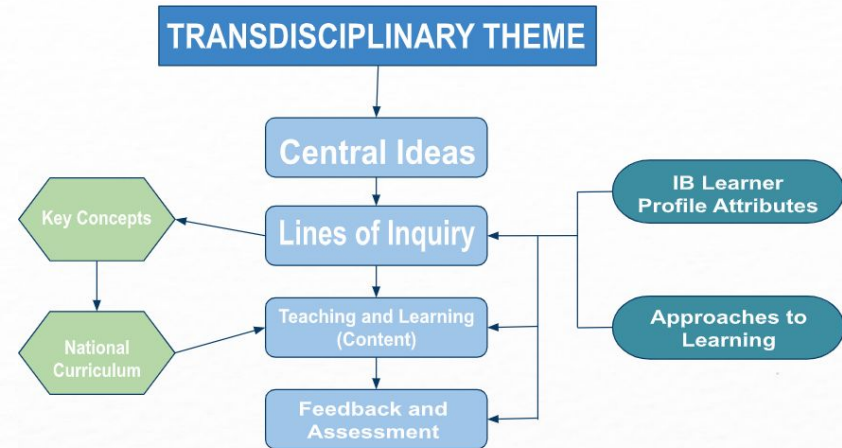
APPROACHES TO LEARNING

The approaches to learning (ATL) are a broad group of skills that we use when we are involved in learning. They can be applied within and across all subject areas.

They are grounded in the belief that learning how to learn is fundamental to a student's education.

They are grouped into five sets:

Thinking Skills

Research Skills

Communication Skills

Self-Management Skills

Social Skills

These five categories of interrelated skills aim to support students of all ages to become self-regulated learners who know how to ask good questions, set effective goals and pursue their aspirations with the determination to achieve them. These skills also help to support students' sense of agency, encouraging them to see their learning as an active and dynamic process (IBO 2017).

*Source: **From Principles Into Practice** - ibo.org - PYP Resources (need password).*
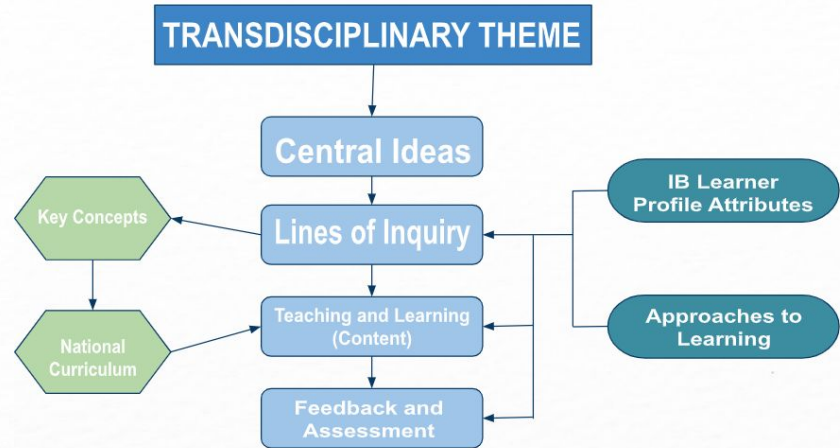
TEACHING AND LEARNING

Teaching and learning is organised to align with the lines of inquiry which expand from the central ideas. All central ideas and lines of inquiry are a joint venture with educators and learners having equal impact in their delivery. Learners are invested and work collaboratively to create a curriculum linked with the PYP learner profile attributes and the National Curriculum objectives.

Content will align with the lines of inquiry and expectations set out within the National Curriculum, thus employing provoking and engaging learning opportunities which stimulate pupils to solve problems, think critically, and explore and draw informed and fair conclusions.
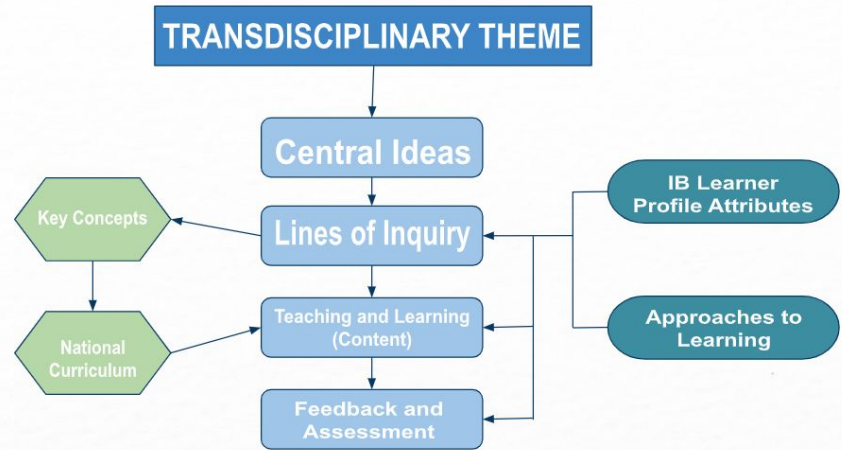
ASSESSMENT AND QUALITY ASSURANCE

Assessment incorporates both formative, and summative assessment, ensuring that pupil progress and attainment can be monitored accurately over time.

Through effective assessment, educators and learners have a clear understanding of knowledge and understanding during different stages of learning.

SOLO taxonomy is used within the assessment process, which describes the increasing complexity in pupils' thinking and understanding. Pupils move from factual, to knowledge-based thinking, to conceptual and abstract thinking and understanding. SOLO taxonomy starts with pupils collecting ideas, facts or knowledge, before progressing to more sophisticated and demanding levels of thinking where they are required to process the information to make connections, conceptualise, and transfer their understanding.

Regular information on assessments is provided for parents, enabling them to support their child's learning. It is also provided for governors and Leigh Academies Trust to ensure judgements about the effectiveness of the academy can be efficaciously made.

Assessment - SOLO Taxonomy

Pre-structural: No current understanding	Uni-structural: I understand one idea	Multi-structural: I understand many unconnected ideas	Relational: I connect my ideas and understand the significance of each part in relation to the whole concept	Extended abstract: I extend my learning beyond what I was explicitly taught and make generalisations
	Getting Started	**Investigating**	**Connecting Ideas**	**Going Further**
Learning outcomes based on conceptual understanding of the lines of inquiry and central idea:				

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