**Ashpark Primary School**

**Interdisciplinary Learning (IDL) Policy**

**Rationale**

At Ashpark Primary School, the curriculum is delivered in a number of ways across the four contexts for learning:

* Ethos and life of the school as a community
* Opportunities for personal achievement
* Curriculum areas and subjects
* Interdisciplinary learning

Experiences and outcomes are delivered in a combination of ways:

* **Discrete learning**: This is where knowledge, understanding and skills are taught in separate subject areas. e.g. A discrete Science lesson focusing only on experiences and outcomes from Sciences. Discrete teaching of essential subject content is vital, but not sufficient.
* **Cross-curricular learning**: This is where a number of experiences and outcomes from across different subject areas, with related knowledge, understanding and skills, are developed through relevant contexts over a period of time e.g. Delivering a series of lessons using the context of The Rainforest.
* **Interdisciplinary learning:** This is a planned approach which focuses on;
* the development of transferable skills across disciplines (two or three at the most)
* learning that develops the ability to apply knowledge, understanding and skills and see the relevance of skills from one discipline to another.

An interdisciplinary experience must be **focused** on a very specific, small number of experiences and outcomes, two or three at the most. There must be a real **depth** of learning where the **planning** must concentrate on the **application** of knowledge, understanding and skills in a **meaningful context**.

Effective IDL can be delivered through an ‘Issue’ or ‘Big Question’. In simple terms asking a question that requires investigation i.e. where pupils cannot immediately answer the question. Both of these IDL opportunities can be identified within a cross curricular theme or respond to a current or significant event. These may, or may not be, open-ended with no end product.

IDL can also be planned and delivered to take the form of a ‘Challenge’ or ‘Problem’ that may lead to an end product.

**Transferrable Skills**

Skills for learning are embedded within the experiences and outcomes for each curricular area and are the same whether taught discretely or through cross-curricular learning. Through IDL, pupils will revisit skills within familiar or unfamiliar contexts to deepen learning.

Staff should reflect on the skills within their BGE planning folder as appropriate to individual classes, and identify planned opportunities for skills to be developed, applied and transferred.

**What drives IDL?**

**CURRICULUM AREA**

The subject area that will drive the IDL e.g. ICT, Dance, Literacy must be identified. There must be clarity on the experiences and outcomes that need to be explored in depth.

Trying to make links across too many subject areas does not support coherence.

**RELEVANCE**

Children should understand the purposes of their learning. They should see the value of what they are learning and its relevance to their lives, present and future.

Consider the context for the IDL e.g.

* Local context, culture and heritage
* National context, culture and heritage
* Current Affairs
* Topical opportunities
* Pupil interest and experience, including prior learning

**DEPTH**

An IDL approach allows for learning to be developed by applying skills and previous knowledge in a rich context.

As they progress, there should be opportunities for children to:

* Develop and apply skills for learning, life and work
* Draw different strands of learning together
* Explore and achieve more advanced levels of understanding.

**COHERENCE**

There should be a balance of IDL, cross curricular learning and discrete learning.

**APPLICATION**

Planning and assessment should provide opportunities for children to apply existing knowledge and understanding in familiar/unfamiliar contexts. In addition, children will be able to make connections between different curriculum areas and apply and develop skills for learning, life and work.

**IDL Planning Cycle**

