

The International Primary Curriculum Induction Pack

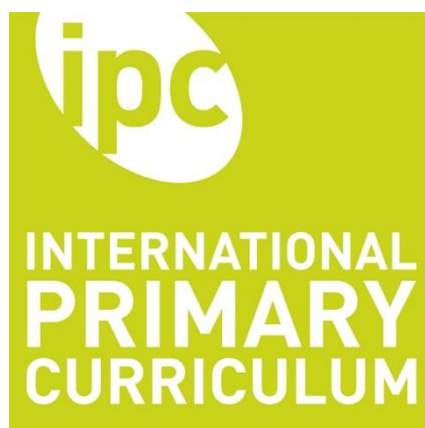


'Learning @ SSSJ inspires us to discover, explore and use our knowledge, skills and attitudes to develop ourselves of citizens of tomorrow.'

Contents

- Brief overview of the International Primary Curriculum
- Our route plan
- The IPC Learning Goals
- The IPC types of learning: knowledge, skills and understanding
- The process of learning with the IPC
- Planning with the IPC units
- Assessment and the IPC
- Being Internationally Minded
- Learning beyond the classroom
- The IPC website as a resource tool

Some information contained in this booklet has been taken from 'The IPC Implementation File –2nd Edition'.



The International Primary Curriculum

The International Primary Curriculum (IPC) is an internationally minded curriculum that is used in a number of countries around the world. The IPC provides opportunities for global learning – allowing pupils and staff to make links. The goal of the IPC is to nurture a love of learning through a combination of academic, personal and international learning. Children will develop many skills which they will need in order to face the world of tomorrow confidently.

SS Simon and Jude adopted the IPC in 2010 and we form part of a global learning community who use the IPC to improve children's learning. Children at SSSJ learn through a series of units of work, of which there are over 130 to choose from. Each unit is carefully selected to meet the needs of our own school community. The units of work have a theme which children are interested in and relevant to today's world. Children learn many of the subjects through the theme so that their learning has meaning to them. The units of work have suggested tasks linked to learning objectives however the nature of the curriculum allows staff to be creative and focus upon the needs of our children. The development of skills is a very large part of the IPC; learning activities at SSSJ have been designed so that our children develop these important lifelong skills. The IPC has a self-review process which sits alongside the curriculum. The core purpose of the self-review is to allow schools to review and improve the way that IPC is delivered in their school. SSSJ went through the self-review process in June 2014 and was accredited a mastering school in all 9 key areas. This was a great achievement for SSSJ – being the first UK state school to be awarded mastering. The school was re-accredited in June 2017, again at mastering level.



Importantly the IPC has a strong element of internationalism built into each unit of work. Through the curriculum at SSSJ we provide opportunities for our children to:

- ★ *recognise their own culture and have a sense of identity;*
- ★ *be open-minded;*
- ★ *be respectful of other cultures and beliefs;*
- ★ *be aware of and celebrate diversity and commonality;*
- ★ *have respect for and value other people, their ideas and opinions;*
- ★ *be able to communicate (have good interpersonal skills);*
- ★ *be adaptable;*
- ★ *be aware of and show an interest in global issues.*

The beating heart of any educational establishment is learning. Learning can take place in many forms – academically, socially, spiritually, emotionally and physically. Our curriculum provides all our children to learn and develop in many ways. No-body can predict the nature of work and life opportunities that will be available to our children in the future. Indeed many of the jobs of the future do not even exist today. The IPC has a strong focus upon a skills based approach to prepare all children for the fast changing world in which they will be living in.

At SSSJ we encourage active and co-operative learning. Learning is central to all we do. Not only do our staff have a responsibility to ensure that our children learn and develop but we also encourage our children to take responsibility for their own learning.

Parents also play a significant part. We ensure that at the start of a unit or work, parents are informed about what their children will be learning and suggest ways in which they can play an active role in their child's development. Work is celebrated and shared throughout the year with parents and the school community.

As a school community, we agreed a learning definition which encompasses everything we do:

'Learning @ SSSJ inspires us to discover, explore and use our knowledge, skills and attitudes to develop ourselves as citizens of tomorrow.'

Our Route Plan

The table below shows the links between the ages of pupils, the National Curriculum and the IPC.

Age of pupil	IPC	Year Group	National Curriculum
Up to age 5	Early Years Programme	Reception	Early Years Foundation Stage
Up to age 6	Milepost 1	Year 1	Key Stage 1
Up to age 7		Year 2	
Up to age 8	Milepost 2	Year 3	Lower Key Stage 2
Up to age 9		Year 4	
Up to age 10	Milepost 3	Year 5	Upper Key Stage 2
Up to age 11		Year 6	

The table below shows the subject coverage for the National Curriculum and the IPC both of which have learning objectives.

National Curriculum Programmes of Study	IPC Subjects
Art and Design	Art
Geography	Geography
History	History
Computing	Information and Communication Technology
English	Language
Languages	Additional Language
Mathematics	Mathematics
Music	Music
Physical Education	Physical Education
Science	Science
Design and Technology	Technology
Citizenship	Society
PSHE	Personal
	International

IPC Route Map 2 Year Rolling Programme ~ 2018-2020

	Cycle	Term 1	Term 2	Term 3
EYFS	1	This is me Weather wonders	Ocean Treasures Bears	Spring Changes Treasure Animals

	Cycle	Term 1	Term 2	Term 3
Milepost 1 Year Group 1 and 2	1	A Day in the Life Y1 -Super Humans Y2 - What is it made of?	Treasure Island Y1 -The Earth our Home Y2 – Look and Listen	Hooray - Let's go on holiday! Y1 – Green Fingers Y2 – Live and let Live
	2	The Magic Toymaker Y1 -Super Humans Y2 - What is it made of?	People of the Past Y1 -The Earth our Home Y2 – Look and Listen	From A to B Y1 – Green Fingers Y2 – Live and let Live

	Cycle	Term 1	Term 2	Term 3
Milepost 2 Year Group 3 and 4	1	Temples, Tombs and Treasures Y3 – How humans work Y4 - Turn it up!	Island Life Y3 – Let's plant it Y4 – Bright Sparks	Saving the world Y3 – Feel the Force Y4 – Land, sea and sky
	2	Footprints from the past Y3 – How humans work Y4 - Turn it up!	Different places, similar lives Y3 – Let's plant it Y4 – Bright Sparks	Scavengers and settlers Y3 – Feel the Force Y4 – Land, sea and sky

	Cycle	Term 1	Term 2	Term 3
Milepost 3 Year Group 5 and 6	1	Mission to Mars Y5 – Fascinating forces Y6 – Full Power	Earth as an island Y5 – Being Human Y6 – Look, Hear/ Existing, Endangered, Extinct	What price progress? Y5 – Bake it/ Space Scientists Y6 – Out of Africa
	2	Weather and Climate Y5 – Fascinating forces Y6 – Full Power	The Holiday Show Y5 – Being Human Y6 – Look, Hear/ Existing, Endangered, Extinct	The Great, the Bold, the Brave Y5 – Bake it/Space Scientists Y6 – Out of Africa

Each cycle starts with the Brain Unit of learning. For a more detailed breakdown of each unit, please refer to the IPC Long Term Plan overview sheets.

The IPC Learning Goals

At the very heart of the IPC is a clarity about what the children should learn. There are learning goals for all the subjects of the primary curriculum.

The **IPC Learning Goals** are vital as they:

- Help identify the knowledge, skill and understanding children should be learning;
- Help focus on the most appropriate teaching strategies;
- Help decide on the best sort of assessment to use.

Within the IPC, there are '**Subject Learning Goals**' which look at specific learning through different subjects. Key subject learning goals are assessed for each unit taught. More information on AfL can be found in the assessment section of this pack.

The **IPC Personal Learning Goals** are an integral part of the curriculum. The 8 Personal Goals underpin those individual qualities and learning dispositions that children will find essential in the 21st century. At SSSJ, the Personal Goals are at the heart of our school – not just within the IPC.

The eight Personal Learning Goals are embedded within the whole of school life and children are encouraged to use the Personal Goals at home too! Opportunities to experience and practice these are built into the learning tasks within each unit of work, and during the tasks, teachers refer to the Personal Goals that are being taught and ways to develop them.

The Personal Goals are a key feature of the Learning Review meeting which take place termly. The Learning Review meetings are held between the class teacher and child to focus on progress and attitudes towards learning. The Personal Goals are referred to during the meetings and a focus on the children can develop the goals further are discussed.


The Personal Goals are also celebrated during worship/celebration assemblies weekly and then at the end of the academic year, the Personal Goals are recognised in the Leavers Assembly. Newsletters are a way of informing parents which Personal Goal is the focus.

International Goals are a key focus of the IPC curriculum and international tasks are taught within each unit of work. This is to enable all of our children to develop a stronger awareness of the world in which they live. As a school we also explore perspectives of the 'home' country (UK) and 'host' country (countries around the world).

The eight IPC Personal Learning goals are:

Resilience


- I am able to stick to a task until it is completed.
- I don't give up easily.
- I keep trying if I'm unsuccessful the first time round.



A stick figure stands on a running track with a red ribbon draped across it. The word 'FINISH' is written on the track. There are stars and a flower in the background.

Adaptability


- I know about a range of views, cultures and traditions.
- I respect the views, cultures and opinions of others which are different to my own.
- I confidently approach new ideas and tasks.



A stick figure holds a paint palette. In the background, there is a computer monitor on a stand, musical notes, and a question mark.

Enquiry

- I can ask sensible questions.
- I can plan and carry out investigations to find out the answers.
- I can collect evidence from a range of sources.
- I have good research skills.
- I think about the wider issues facing the world.



A stick figure holds a magnifying glass. There are question marks and a star in the background.

Communication


- I can speak clearly to a range of audiences.
- I can communicate in different ways using a range of tools and technologies. I am learning to communicate in more than one language.



Two stick figures are talking on mobile phones. There are colorful dots and a flower in the background.

Thoughtfulness


- I am able to use a range of thinking skills in solving problems.
- I consider the points of view of others.
- I think about the feelings of others.
- I reflect upon what I have learned.



A stick figure has a thought bubble containing a heart. There are stars and a flower in the background.

Morality

- I choose to do the right thing.
- I know about the moral issues associated with different subjects.
- I respect that people have different viewpoints to my own.
- I can give reasons for my own viewpoints.



A stick figure stands at a road junction with signs for 'RIGHT WAY' and 'WRONG WAY'. There are stars and a flower in the background.

Co-operation

- I understand that different people have different roles to play in groups.
- I can change my role depending on the activity and the needs of the group.
- I can take turns and share.
- I am able to compromise when it's needed.



A group of stick figures are shown in a network-like arrangement. There are stars and a flower in the background.

Respect

- I know that different people, living things and the environment have different needs.
- I look after all living things and the environment.



A stick figure is surrounded by several butterflies. There are stars and a flower in the background.

The IPC types of learning: knowledge, skills and understanding

The Learning Goals are the foundation on which the IPC is built. They define what children might be expected to know, what they might be able to do and the understandings they might develop in their academic, personal and international learning. At SSSJ we believe that differentiating between knowledge, skills and understanding is crucial to the development of children's learning. We also believe that knowledge, skills and understanding have their own distinct characteristics that impact on how each is planned for, learned, taught, assessed and reported on.

1. **Knowledge:** refers to factual information. Knowledge is relatively straightforward to teach and assess (through quizzes, tests, multiple choice, etc.), even if it is not always that easy to recall. You can ask your children to research the knowledge they have to learn but you could also tell them the knowledge they need to know. Knowledge is continually changing and expanding – this is a challenge for schools that have to choose what knowledge children should know and learn in a restricted period of time.

2. **Skills:** refer to things children are able to do. Skills have to be learned practically and need time to be practiced. The good news about skills is the more you practice, the better you get at them! Skills are also transferable and tend to be more stable than knowledge – this is true for almost all school subjects. The IPC's Assessment for Learning Programme is based around the assessment of children's skills.

3. **Understanding:** refers to the development or 'grasping' of conceptual ideas, the 'lightbulb' moment that we all strive for. Understanding is always developing. None of us ever 'gets there', so you can't teach or control understanding, but what the IPC units do allow you to do is provide a whole range of different experiences through which children's understandings can deepen.

At SSSJ, children, staff and governors have defined knowledge, skill and understanding as:



Knowledge is something that we know is a fact. It is true. Knowledge is always right or wrong.

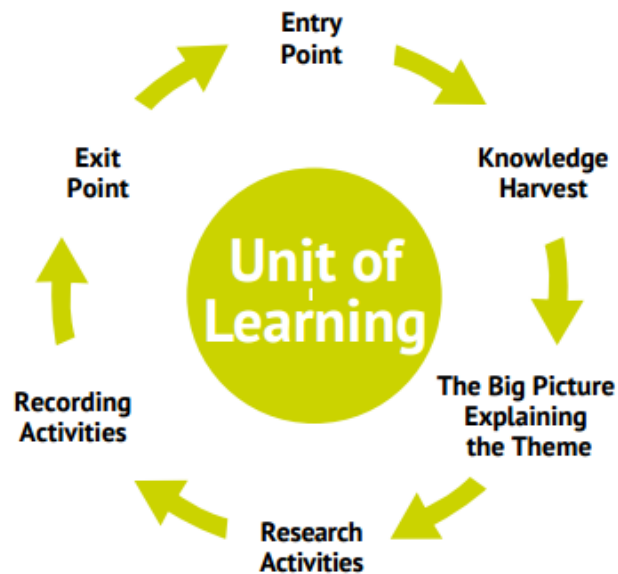


A skill is something you learn at any age and with practice you will get better.



To develop understanding we need to use our knowledge and skills in different ways.

The process of learning

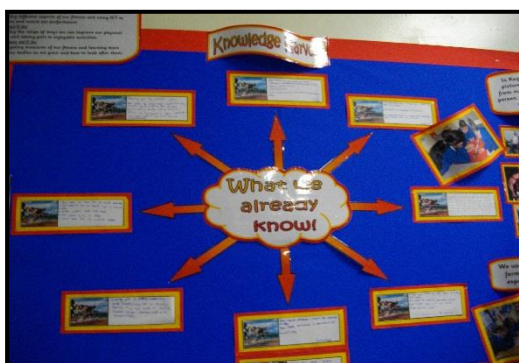


The IPC units of learning have been developed around a process which supports the ways in which children learn best from the ages of 5-12 years. It is important that children don't just experience the structure and process of the IPC, but also that they understand why they are learning in this way.

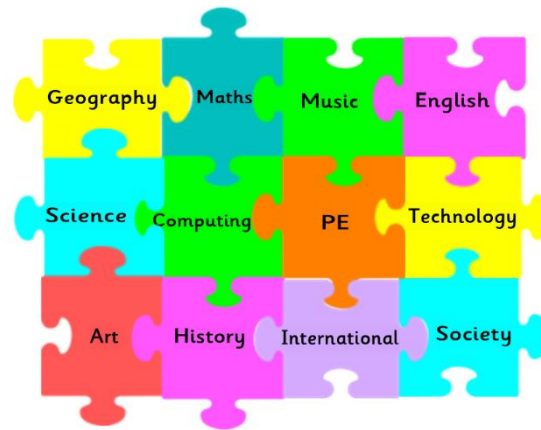
The Entry Point is an exciting and memorable event that launches every IPC unit. The aim of the entry point is to get children thinking about, and engaged with, the learning that's to follow.



The Knowledge Harvest provides teachers with the chance to find out what children already know about the theme and helps them to personalise the unit by finding out what children want to learn in order to tailor their lessons accordingly. It reinforces connections between existing and new learning and allows children to take ownership of their learning.



Explaining the Theme provides teachers, children and parents with the big picture of the unit before it launches so that connections between subjects and concepts can be facilitated.



The Big Picture provides teachers with subject-based background information and research which links to the learning contained within each unit.

Research Activities: Each subject area has planned research activities which are designed to make sure that children can access information in a way that is appropriate to them, drawing on a wide range of learning approaches such as role play, digital learning, library research and so on. IPC research activities are experiential and exploratory. Some are collaborative; others are designed to develop individual enquiry and resilience, and therefore help to embed and develop the IPC Personal Goals.

Recording Activities: The recording activities enable children to process and present the information they have gained in their research activities through a range of approaches which tap into their different strengths and interests, and enable them to get better at other ways of recording. This might involve learning through digital recording, drama, musical compositions, maps, graphs, experiments, art work and so on.

Exit Point: the exit point completes every unit. It helps children to draw on their prior learning, reminding them of all the connections between subjects that they have made, and creates time and opportunities to build their understanding of their learning, and to reflect on this individually and as a group. The exit point is an excellent chance to engage with parents, guardians and carers and involve them in celebrating the learning that has been achieved.



Planning with the IPC Units

The IPC units of learning are detailed and rigorous, however at SSSJ we believe that adapting those plans is an essential process to ensure that the learning is purposeful, and builds on the interests of our children and the strengths of our context. Teachers plan their IPC units across the different mileposts using the online Route Planner tool. The Long Term Planning process is broken down into steps below:

- Start with deciding on the units that you will be using over the year or milepost using the online Route Planner. This will provide an overview of when and where the different IPC Learning Goals are covered, and where they are not. For Learning Goals that are not covered by your choice of units, consider ways of planning these into the existing units by adapting tasks or adding your own learning activities. Ensure that your planning includes subject, personal and international learning.

- The next step is to cross-reference the IPC Learning Goals with those of your national or local curriculum requirements. For schools using the National Curriculum for England 2014, we have created a comprehensive set of cross-referencing documents to help you do this (available to download from the IPC Members' Lounge). Any outcomes that are not covered can be added to the most appropriate units by adapting existing tasks or creating new learning activities. This will provide you with a detailed plan of which Learning Goals will be covered and in which units over the year or milepost.

- Think about all the practical elements of planning: timetabling, resources, home learning opportunities, involving the community, trips, links to Mathematics and Language Arts, etc., and adapt your planning accordingly.

- Assessment is a key part of the IPC and staff identify opportunities within different units to make sure the children have learned what has been planned for them to learn.

Long Term Planning overviews for the 2 year cycle are completed by the staff and stored on the central system. Overviews include: entry/exit points, home/host country, learning opportunities outside the classroom, parental engagement, AfL.

Planning with the IPC flow chart



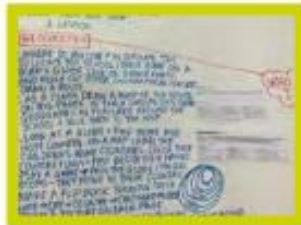
Choose your units for the year or milepost using the online Route Planner.



Create a report - which IPC Learning Goals are not covered?



Make a note - remind yourself to adjust the tasks in the unit to ensure coverage of the missing IPC Learning Goals.



Plan for assessment opportunities. Which skills will you assess and where? Do you have sufficient time to practise and revisit skills?



Create a medium term plan. Make sure you cover the goals and outcomes you planned for. Adjust the unit tasks or create new ones. Don't forget to link to the IPC Personal Goals and international learning!



Repeat the process ensuring your country's national curriculum content is also covered.



Now think about opportunities for **assessing knowledge and evaluating understanding**. If these are not planned for, they are unlikely to happen.



Use the Teachers' Rubrics to help adjust lesson planning, and **share the Children's Rubrics** so children can self-assess. Use the Learning Advice to plan next steps in learning.



Record observations and judgements, and upload evidence to the online Assessment Tracking Tool. Analyse data and use to make further improvements in learning.

end

Top tips for planning with the IPC

At SSSJ, staff work and plan in Milepost teams and follow the tips below.

1. **Before you open the unit, look at the front page.** Let the theme title and image inspire your own ideas for a possible entry point and learning tasks. Think about the unit theme in the context of your own experiences and resources, and within the setting of your school, location and children.
2. **Now open the unit and read it from start to finish.** Review the subject learning tasks and think about your earlier ideas. If you see a task that isn't quite right for your children or appropriate for your school location or resources, then perhaps you have an alternative idea that could still achieve the necessary learning outcomes. Your initial ideas will have already opened your mind up to new learning possibilities.
3. **Using large flipchart paper, create a mind map of your unit.** Begin with the entry point. Is it right for your children? Is it exciting and engaging? Is it practical for you to deliver? Do you have the resources, or are there alternative resources which could work just as well or better? Think about how much time you need for the entry point in order to make an impact – this could be anything from 10 minutes, to 2 lessons or even a whole week if you are going to link it with learning in another area like Language Arts, for example. The purpose of the entry point is to ignite children's emotional engagement with the theme. This could be joy or curiosity, it could even be anger or confusion - any emotion that will help the children to engage in their learning as they progress through the unit. Consider involving parents, care givers and guardians in the entry point – this way they are also immersed in the learning from the start and can support children with their learning more easily at home. Following the Mind Map, a medium term plan is completed which includes opportunities for extended writing as well referencing which Personal Learning Goals will be taught.
4. **Move on to the knowledge harvest.** This can often be conducted well ahead of your entry point (a few weeks ahead in fact) which then gives you time to put the results from the knowledge harvest into your unit planning, making it more purposeful. If you have already found out, for example, that children know about some of the forthcoming learning in a unit of work, then you can leave this out and focus on another area of learning. The knowledge harvest is designed to help you find out what the children already know and want to learn more about, so the more you know about this before you work on your unit planning, the better.
5. **Now go through each subject learning section within the unit,** including all the suggested research and recording tasks. The IPC is designed to deliver subject learning in blocks – where you focus on all the geography learning over a number of days or weeks and then move on to another subject; rather than having one lesson of geography and then having one lesson of art and so on. This gives you time to go

deeper with your subject learning, avoids wasted time setting up each individual lesson, and helps children to remain on task.

6. **Feel free to adapt the learning.** As you work through the tasks, making notes of timings and resources, you may decide that some tasks can be blended, some can be missed out altogether, some adapted, and you may even plan in your own additional ideas and learning tasks. As you do this, keep in mind the intended IPC Learning Goals. Remember that the unit is the vehicle to achieve these outcomes, so throughout your unit planning you want to be thinking: 'Will this task help my children to achieve the relevant Learning Goals?'
7. **Think about the implications for teaching and learning knowledge, skills and understanding.** When considering which Learning Goals you are addressing in each task, keep in mind that the teaching of knowledge can actually be quite quick – children need a way of remembering knowledge, so think about how you can make it stick. Skills take longer and need time for practice so this time will need to be built into your planning. Facilitating understanding requires giving children time to reflect and review their learning, pulling the pieces together – this is unlikely to happen unless you specifically plan for it.
8. **Consider any statutory requirements you also need to honour.** You may be planning your unit against the outcomes of the National Curriculum, alongside the IPC Learning Goals. The tasks in the unit of work can be adapted to include whatever content you need to cover. The IPC has created specific support documents to help ensure coverage of the National Curriculum (available to download from the Members' Lounge).
9. **Next, think about resourcing.** Consider each task and ask yourself: 'Can I resource this easily and if not, what can I use instead?' Talk to colleagues, friends, parents and specialists about the resources you may need that they could help you with. Don't forget, many museums and learning organisations offer free resource and artefact loan if you ask in advance with enough notice.
10. **Consider what could be used as home-learning activities** - if you find that some tasks are focused around knowledge learning, these are often excellent opportunities for home-learning. Children can easily find out facts at home, leaving more time in the classroom for skills practice and reflection around understanding.

Assessment and the IPC

The IPC has been designed to help teachers help children learn effectively and with enjoyment. But it isn't enough to assume that children are learning; we need some way of measuring their gains in learning. SSSJ uses the IPC recommended assessment for learning programme, 'Classroom Monitor'. This programme supports teachers in assessing, and children in self-assessing, their progress with key skills from the IPC Learning Goals. The programme is broken down into three parts:

- **Teachers' rubrics:** these are essentially, success criteria. They help teachers observe and record the level at which children are learning in terms of 'beginning', 'developing' and 'mastering' (across the different mileposts).
- **Children's rubrics:** child-friendly versions of the above, in age appropriate language, for children to use when self and peer-assessing.
- **Learning advice:** specific learning activities and advice, which can be used in class and shared with parents, that helps children to move from one stage to the next with their learning. This forms the final part of the feedback loop – feeding forwards to next steps and improvements in learning.

The screenshot shows the Classroom Monitor interface. At the top, there are 'Adjust Scores' buttons for 'Up' and 'Down'. Below this is a grid of assessment cells. The first row shows 'N/A' for all cells. The second row shows 'U' (Underdeveloped) for all cells. A modal window is open over the grid, displaying the rubric for Milepost 1.1.2: 'Be able to pose simple scientific questions'. The rubric includes three levels: Beginning, Developing, and Mastered, with detailed descriptions for each. At the bottom of the modal, there are buttons for 'Copy Objective and Guidance' and 'Copy Objective'.

Each member of staff has their own personal login to access Classroom Monitor to record, track and analyse children's skills progress against the different levels and rubrics, in the different subjects. Staff also use the learning advice to help move learning forward.

Subject leaders also use Classroom Monitor to track the progress of children in their own subject. Senior leaders also use this as a tool for tracking cohorts with the IPC curriculum.

Teachers introduce the assessment process to children in an age and stage appropriate manner. Opportunities to assess children's skills are embedded into all thematic IPC units of learning. At SSSJ the AfL opportunities are identified within the Long Term Plans and Medium Term Plans as well as highlighted in the annotated units of work.

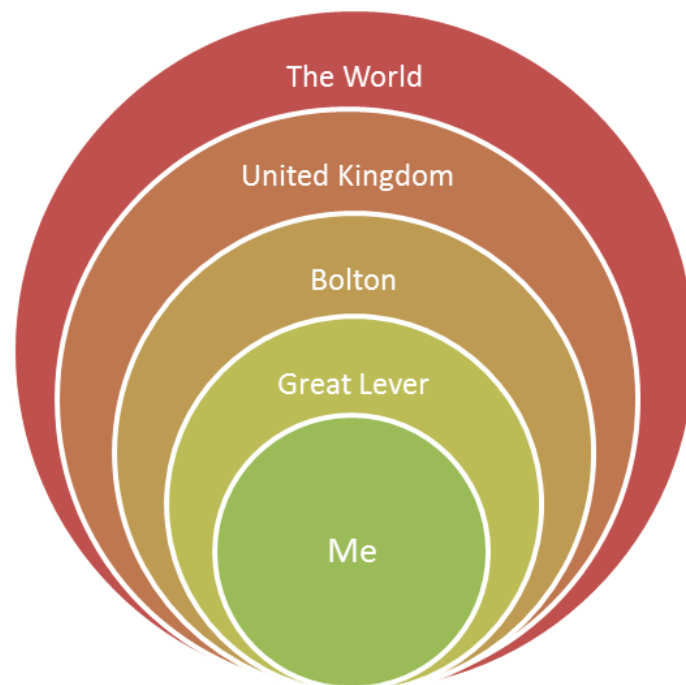
The rubrics in school are used in a variety of ways: whole class, groups, individual. Rubrics should be visible on displays and in books.

The link to Classroom Monitor is: <https://www.classroommonitor-online.co.uk>

Being Internationally Minded

As well as the eight Personal Learning Goals, at SSSJ we promote internationalism not only through the curriculum provision but also through work we do with link schools, charity work within the community, our home country (UK) and globally. At SSSJ we also support the charity Action Aid by sponsoring children in third world countries. As a school community we define being international as:

'To have an awareness of ourselves and others'



Through the IPC units of work, home (UK) and host countries (countries around the world) are studied. Our curriculum has a deep focus on global awareness and the community enjoys participating in our International Days. International tasks are taught within each unit of work.

Learning beyond the classroom

At SSSJ, we firmly believe that learning can take place anywhere! During the initial planning stages of a unit, staff identify opportunities for learning outside the classroom – whether this be a school trip, a visitor to school or a walk around the local area.



Staff also set a range of home learning tasks linked to the learning that will be taking place during the unit. Where possible, we encourage tasks to be linked to different subject areas and interests of the children and parents! The Home Learning Logs are celebrated in class at the end of each unit and parents are often invited into school to share in this learning.

An example of a Home Learning Log – Footprints from the Past, MP2

Footprints from the Past



Choose one or more of the following activities to complete.

(To be completed by **Monday 4th December**)

History

Use books or the internet to find out about dinosaurs. Use your research to recreate your favourite dinosaur or invent a new dinosaur species. You could make up a new dinosaur name and describe its special features e.g. does it use its tail as a weapon?



Computing

Choose your favourite dinosaur and create a fact file. You could include information about what the dinosaur eats, looks like, what period it lived in, special features, height, weight etc.



Music

Create a rap or a song about dinosaurs. You could choose a song with a familiar tune and change the lyrics or you could create your own tune. You could add some actions or perform and record it using ICT.



The IPC website as a resource tool

www.greatlearning.com

Each member of staff has access to the wealth of information on the Fieldwork learning platform. Staff use this to plan using the route planner, gather ideas for teaching and are encouraged to share ideas via the pinboard with other IPC schools globally.

The screenshot shows the myFieldwork website interface. At the top, there is a navigation bar with the myFieldwork logo, three social media icons (ieyc, ipc, imyc), a search bar, and a Favourites button. Below the navigation bar, there is a horizontal menu with the following items: Home, Getting Started, Bottom Line 9, Plan, Assess, Teach, Learn, Documents, and Pinboard. The main content area features a large banner image of a school courtyard with a brick building and a playground. Overlaid on the banner is a black text box with white text that reads: "Join a two-day professional learning event and connect with colleagues around the world". Below the banner, there are two sections: "Featured Posts" and "Professional Learning". The "Featured Posts" section shows a post by Daniel Johnston from Tenby International School, Miri. The "Professional Learning" section shows two posts: "Getting to Grips with the IPC" and "Identifying, Assessing and L...", both dated 08 AUG 16.