

Mission Statement

"Ivybridge Community College aims to provide an integrated, comprehensive curriculum in an environment where the whole learning experience is one of enjoyment, opportunity, endeavour, achievement and excellence."

Aims

Our aim is to meet the needs of young people in Ivybridge Community College preparing them for adult and working life in the 21st century.

The educational vision and curriculum design for Ivybridge Community College recognises that:

- The world of 2025 will be very different to the world of today.
- The pace of change is increasing, hence the importance for flexibility.
- Young people have and will have increasingly, greater access to information and learning material independently of College.
- Curriculum delivery should involve the use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.
- Student experience at College should go far beyond the rigour of academic subjects; learning through enrichment opportunities should be at the core.

Ivybridge Community College's Curriculum Policy is based on the following aims, to:

- Have students at its heart, putting their interests above those of the institution.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation through academic and vocational routes.
- Be a centre of excellence in learning and teaching and committed to continuous improvement.
- Prepare all students for a successful adult and working life in a 21st century global society.
- Exceed national standards in achievement, attainment and progression.
- Nurture the talents of all and celebrate success.
- Work with Primary Schools to ease transition.
- Involve the community, parents and carers.
- Be a learning environment that is above all else, inspiring.

CURRICULUM

1. Curriculum Aims

Our curriculum is broad and balanced, to inspire and challenge all learners and prepare them for the future. Our aim is to deliver a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens. The curriculum embraces creativity alongside a mix of more traditional subjects and places a high value on students' spiritual, moral, cultural, mental and physical development.

Specifically, the curriculum should help young people to:

- Achieve high standards and make excellent progress.
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- Have and be able to use high quality personal, learning and thinking skills and become independent learners.
- Have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to learning, to 19 and beyond.
- Value their learning outside of the curriculum and relate to the taught curriculum.

2. The Curriculum Outcomes

Ivybridge Community College's curriculum will:

- Lead to qualifications that are of worth for employers and for entry to higher education.
- Fulfil statutory requirements.
- Enable students to fulfil their potential.
- Meet the needs of young people of all abilities at the academy.
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- Prepare students to make informed and appropriate choices at the end of Key Stage 3, Key Stage 4 and Post-16, Tertiary Education.
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Ensure continuity and progression within the academy and between phases of education, increasing students' choice during their academy career.
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- Help students to use Literacy and Numeracy effectively.
- Help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Help students understand the world in which they live.
- Develop a specific curriculum for Key Stage 3 (Years 7 and 8) which is

broad and balanced and develops the skills required for Key Stage 4.

- Design a Key Stage 4 curriculum which meets the needs of students, parents and wider society.
- Design a Post-16 curriculum which provides academic and vocational Level 3 qualifications.
- Design a post-16 curriculum which is based on the needs and wishes of the students, parents and the wider community.
- Benefit other secondary and primary schools in the area, as well as employers and Higher Education providers.

3. Roles and Responsibilities

The Principal will ensure that:

- All statutory elements of the curriculum, and those subjects which the academy chooses to offer, have aims and objectives which reflect the aims of the academy and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- The Governing Body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- The Governing Body is advised on statutory targets in order to make informed decisions.
- The Governing Body will ensure that:
 - It considers the advice of the principal when approving this curriculum policy and when setting statutory and non-statutory targets.
 - Progress towards annual statutory targets are monitored.
- It contributes to decision making about the curriculum.

The Principal, Deputy Principal and Assistant Principals will ensure that:

- They have an oversight of curriculum structure and delivery within their line management remit.
- Detailed and up-to-date Schemes of Work are in place for the delivery of courses within their Line Management remit.
- Schemes of Work are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with Heads of Department on a regular basis and that actions are taken where necessary to improve these.

Heads of Department and Subject Leaders will ensure that:

- Long term planning is in place for all courses. Such schemes of learning will be designed and contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of Work encourage progression of least three levels of progress with an expectation that four levels are achievable.

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- There is consistency in terms of curriculum delivery. Schemes of Work should be in place and be used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- They keep the appropriate line manager informed of proposed changes to curriculum delivery.
- All relevant information/data is shared with the SIMS team. This includes meeting deadlines related to exam entries etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee Continuing Professional Development needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- Ensure that the Academy curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive coordinated support to enable them to make the appropriate curriculum choices at Key Stages 4 and 5 both inside the Academy and through wider pathways, particularly at Key Stage 5.

Parents and carers will:

- Be consulted about their children's learning and in planning their future education.

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- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.

4. Monitoring, Evaluation and Review

The Governing Body will receive an annual report from the Principal on:

- The standards reached in each subject compared with national and local benchmarks.
- The standards achieved at the end of each Key Stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of students for whom the curriculum was disapplied and the arrangements which were made.

The Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the College.

Key Stage 3

Ivybridge Community College works closely with its partner primary schools to ensure continuity and progression from Key Stage 2 to Key Stage 3.

Students will study the following subjects: English, Mathematics, History, Geography, Religious Education, Science, Technology, Modern Languages (French or Spanish), Art, Drama, Music, Physical Education, ICT and CPSHE. On a fortnightly timetable, the hours comprise:

Subject	One-hour lessons per fortnight
English*	7*
Mathematics	7
Biology	2
Chemistry	2
Physics	2
Physical Education	4
Design Technology	2
MFL – French or Spanish	6
Art	2
Drama	2
Music	2
ICT	1
RE	3
History	4
Geography	4

In addition to this, students will have a Tutor block for 15 minutes each day and a weekly 1 hour CPSHE lesson which follow a prescribed programme of activities and themes on a rolling timetable to harness spiritual, moral, cultural, mental and physical development.

Notes:*MFL*

In year 8, more able students in two populations are able to study a second language. Their language lessons comprise 2 of a second language and 4 of their main language. Students may have moved populations from Year 7 to 8 to accommodate this.

Design Technology

This is taught as a carousel across the Design Technology disciplines.

English

Those students in Set 1 also study Classical Literature for one hour per week as part of their 7 lessons of English. This is intended to stretch and enrich their learning of English. Those in the Nurture group have 3 extra dedicated English lessons per fortnight to develop their literacy and thus only have 3 hours of MFL.

Setting structure

Students are set in Year 7 and 8 based upon their ability. This is driven by KS2 data and feedback from Primary Schools. Sets are reviewed carefully at each Assessment Point to ensure that students are in the correct set to maximise their progress.

Lead Subject	Setting structure (where appropriate)	Other subjects in the same sets
Maths	Upper 1, Upper 2, Middle 1, Middle 2 in each population. One population in each year group contains the Nurture group.	Sciences, ICT, Music, Design Technology
English	Year 7 is set based upon KS2 data. There are 4 sets in each population. Year 8 comprise Upper 1 and Upper 2 set on ability and 2 further mixed ability Middle groups in each population. One population in each year group contains the Nurture group.	Art, Drama, Geography, History, RE, MFL
PE	Set at Christmas based on ability.	-

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Key Stage 4

At Ivybridge Community College, we have chosen to start our Key Stage 4 courses in Year 9 and follow a 3-year Key Stage 4. This is to allow students the opportunity to focus on their most favoured subjects in greater depth.

All students must follow courses in **Mathematics** (a course which covers all aspects of Mathematics at either Higher or Foundation tier), **English** (Language and Literature courses), **Science** (Separate Sciences or Combined options are available), **CPSHE** and **Physical Education (Core PE)**. Students can then choose from our Option choices to complete their programme of study. Students are advised on pathways which reflect their aspirations, interests and abilities. The Option structure is then developed and reviewed each year to meet student needs and requests.

Year 10 and 11

Students in Year 10 follow a 10 GCSE pathway and current Year 11 students either follow a 10 or 11 GCSE pathway dependent on whether they take separate or combined Sciences. These models allow for a wide range of subjects to be chosen in addition to the Core compulsory subjects.

On a fortnightly timetable, the hours comprise:

Subject	One-hour lessons per fortnight: Year 11	One-hour lessons per fortnight: Year 10
English	9	9
Mathematics	8	8
Biology	4	3*
Chemistry	4	3*
Physics	4	3*
Physical Education	2	4
RE	3	Via CPSHE
Option 1	4	4
Option 2	4	4
Option 3	4	4
Option 4	4	4
Option 5	-	4

*Students wishing to take Separate Sciences in Year 10 also have an additional 4 lessons via one of their Option choices.

In addition to this, students will have a Tutor block for 15 minutes each day and a weekly 1 hour CPSHE lesson which follow a prescribed programme of activities and themes on a rolling timetable to harness spiritual, moral, cultural, mental and physical development.

Year 9

From the current Year 9, students follow a 9 GCSE pathway. This change facilitates an extra hour of lessons per fortnight for each of the Option subjects (outside of Maths, English, Science and Core PE). This extra hour allows subject teachers to

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teach to greater depth and explore the subject to the greater level of knowledge needed for and beyond the new 9 - 1 GCSE specifications. We believe that this will further foster students love of learning and to prepare them with not only the knowledge, but skills and resilience needed for further study and careers.

When considering Option choices students select the appropriate Pathway for them:

1. English Baccalaureate Journey

All students to follow the EBacc subjects including:
English Language, English Literature, Mathematics, Science, at least one Humanities – History or Geography, at least one MFL – French or Spanish, plus two Option choices (or one Option Choice if studying three separate Sciences).

2. Enhance Journey

All students to follow:
English Language, English Literature, Mathematics, Science, at least one Humanities – History or Geography, plus three Option choices (or two Option Choices if studying three separate Sciences).

3. Enrich Journey

All students are to be carefully guided to follow:
English Language, English Literature, Mathematics, Combined Science and other identified subjects.
This Enrich Journey is by invitation only.

Option Choices available are:

Art and Design	Modern Foreign Languages:
Photography	• French
Business Studies/Economics	• Spanish
Computer Science	Performing Arts:
Design Technology - Food Preparation and Nutrition	• Dance
Design Technology	• Drama
Fashion & Textiles	• Music
Geography	Physical Education
History	Religious Studies
Information & Communication Technology	Sociology
Media Studies	BTEC Health and Social Care
	BTEC Travel & Tourism

We are proud of the broad curriculum offer that our students have when choosing their options in Year 8.

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On a fortnightly timetable, the hours comprise:

Subject	One-hour lessons per fortnight: Year 10
English	9
Mathematics	8
Biology	3*
Chemistry	3*
Physics	3*
Physical Education	4
RE	Via CPSHE
Option 1	5
Option 2	5
Option 3	5
Option 4	5

In addition to this, students will have a Tutor block for 15 minutes each day and a weekly 1 hour CPSHE lesson which follow a prescribed programme of activities and themes on a rolling timetable to harness spiritual, moral, cultural, mental and physical development.

Setting structure

Core subjects are given the flexibility to set their classes in a way that best suits the needs of their subject. Therefore, Maths, English and Science have unique setting structures. All Option Choices are taught in mixed ability sets.

Year 9

Subject	Setting structure (where appropriate)
Maths	4 populations 4 sets in each, taught in ability groups. Sets 1, 2 Higher (grades 4 – 9) Sets 3, 4 Foundation (grades 1 – 5)
English	4 populations 8 sets in each as follows: Set 1 grades 7/8/9 Set 2, grades 6/7/8 Set 3, 4 mixed ability, grades 1 – 6
Science	4 populations Set 1 is Separate science Set 2, 3 and 4 Combined Science in ability groups

Year 10

Subject	Setting structure (where appropriate)
Maths	2 populations

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	8 sets in each, taught in ability groups. Sets 1 – 5 Higher (grades 4 – 9) Sets 6 – 8 Foundation (grades 1 – 5)
English	2 populations 8 sets in each as follows: 1 and 5 : Set 1 grades 7/8/9 2 and 6: Set 2, grades 6/7/8 3, 4 and 7, 8 mixed ability, grades 1 – 6
Science	i population: 2 separate, 2 combined v population: 2 separate, 2 combined y population: 1 separate, 3 combined z population: 2 separate, 2 combined All groups are set based on ability.

Year 11

Subject	Setting structure (where appropriate)
Maths	2 populations 8 sets in each, taught in fine ability groups. Sets 1 – 4 Higher (grades 4 – 9) Sets 5 – 8 Foundation (grades 1 – 5)
English	2 populations 8 sets in each as follows: 1 and 5 : Set 1 grades 7/8/9 2 and 6: Set 2, grades 6/7/8 3, 4 and 7, 8 mixed ability, grades 1 – 6
Science	i population: 1 separate, 3 combined v population: 1 separate, 3 combined y population: 2 separate, 2 combined z population: 2 separate, 2 combined All groups are set based on ability.

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Key Stage 5

At Post-16, we are a Level 3 provider; however, in order to enable some students to continue on to and access appropriate Level 3 study, we offer Level 2 courses in GCSE English and GCSE Mathematics

There are a wide range of courses available in our Sixth Form and there is a good level of flexibility in the options students can choose.

We currently offer 28 GCE A Level subjects and a number of more vocational qualifications including:

Extended Diplomas (equivalent to three A Level subject choices)

Diplomas (equivalent to two A Level subject choices)

Subsidiary Diplomas and Certificates (equivalent to one A Level subject choice).

All students must choose a 3-course programme of study and some choose to study 4-courses.

Courses on offer

A levels

Art, Craft & Design

Biology

Business

Chemistry

Computer Science

Dance

Design Technology

Drama and Theatre

Economics

English Language & Literature

English Literature

French

Geography

German

History

Mathematics

Further Mathematics

Core Mathematics (AS)

Media Studies

Music

Photography

Physical Education

Physics

Psychology

Religious Studies

Sociology

Spanish

Textiles Design

Extended Diplomas

Sport Development, Coaching and Fitness

Uniformed Public Services

Subsidiary Diplomas and Extended Certificates

Extended Certificate in Applied Business

Extended Certificate in Applied Single Science

WJEC Diploma in Criminology

Subsidiary Diploma Health & Social Care

Cambridge Technical Introductory Diploma in IT

National Extended Certificate in Music

Performing Arts

All A-level courses have 9 hours of lessons per fortnight, with the vocational courses having either 27, 18 or 9 hours depending on their A level equivalences.

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In addition to this, students will have a Tutor block for 15 minutes each day and a weekly 1 hour CPSHE lesson which follow a prescribed programme of activities and themes to harness spiritual, moral, cultural, mental and physical development.

Subjects are timetabled into four Option columns once Sixth Form applications have been made. This allows greater flexibility in timetable design and the ability to respond to the students' choices, rather than predefining Option blocks in which students must choose from.