“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.”
Ivybridge Community College Curriculum

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 2026 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, 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.

The intent of our curriculum is that it 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, blended with extensive extra-curricular opportunities, and places a high value on students’ spiritual, moral, cultural, mental and physical development.
Ivybridge Community College works closely with its partner primary schools to ensure continuity and progression from the primary phase to the secondary phase.

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 and number of one-hour lessons per fortnight

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Biology</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>Physics</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>2</td>
</tr>
<tr>
<td>MFL – French or Spanish</td>
<td>6</td>
</tr>
<tr>
<td>Art</td>
<td>2</td>
</tr>
<tr>
<td>Drama</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
</tr>
<tr>
<td>ICT</td>
<td>1</td>
</tr>
<tr>
<td>RE</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>4</td>
</tr>
<tr>
<td>Geography</td>
<td>4</td>
</tr>
<tr>
<td>CPSHE</td>
<td>1</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Lead Subject</th>
<th>Setting structure (where appropriate)</th>
<th>Other subjects in the same sets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths</td>
<td>Upper 1, Upper 2, Middle 1, Middle 2 in each population. One population in each year group contains the Nurture group.</td>
<td>Sciences ICT Design Technology Music</td>
</tr>
<tr>
<td>English</td>
<td>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.</td>
<td>Art RE Drama MFL Geography History</td>
</tr>
<tr>
<td>PE</td>
<td>Set at Christmas based on ability</td>
<td></td>
</tr>
</tbody>
</table>

### NOTES

**DESIGN and 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.

“Students are inspired to be the best versions of themselves and succeed in every aspect of their lives.”

Izzy, Year 9
The majority of students in Year 11 follow a 10 GCSE pathway. This model allows 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
---|---
English | 9
Mathematics | 8
Biology | 3*
Chemistry | 3*
Physics | 3*
Physical Education | 3
RE | Via CPSHE
Guided Subject 1 | 4
Guided Subject 2 | 4
Guided Subject 3 | 4
Guided Subject 4 | 4
Guided Subject 5 | 4
CPSHE | 1

*Students wishing to take Separate Sciences also have an additional 4 lessons via one of their Guided Subjects.

“The teachers were so supportive when choosing options. The information booklet was very helpful, it guided me in the right direction and helped me to make the right decisions.”

Kourtney, Year 9

Current Year 9 and 10

In Year 9 and 10, 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 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 prepare them with not only the knowledge, but skills and resilience needed for further study and careers.

Throughout Years 9 to 11, students have the opportunity to focus in on their main interests allowing them to excel and study these subjects in greater depth. Ivybridge learners will continue to build on prior knowledge and understanding, maintaining a strong academic core, whilst ensuring that all curriculum routes are ambitious for all students.

All students must follow the Core Subjects:
- **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), along with **CPSHE** and **Physical Education** (Core PE).

Students can then choose from our Guided Subjects to complete their programme of study. Students are provided with thorough advice and guidance when making their Guided Subject choices.

The Curriculum structure is then developed and reviewed each year to meet student needs and requests.
Students wishing to take Separate Sciences also have an additional 5 lessons via one of their Guided Subjects.

**Subject** | One-hour lessons per fortnight Year 9 and 10
---|---
English | 8
Mathematics | 8
Biology | 3*
Chemistry | 3*
Physics | 3*
Physical Education | 4
RE | Via CPSHE

Guided Subjects

Students select a further four subjects (unless recommended otherwise) from the list below:

- Art and Design
- Business Studies/Economics
- Computer Science
- Dance
- Design and Technology
- Drama
- Fashion and Textiles
- Food and Nutrition
- Geography
- Health and Social Care
- History
- Information Technology (ICT)
- Media Studies
- Modern Foreign Languages
  - French / Spanish
- Music
- Photography
- Physical Education
- Religious Studies
- Separate Sciences
- Sociology
- Travel and Tourism

Possible Curriculum Routes (these are suggestions only)

**Students seeking a future in A Levels Post 16 and who may have aspirations to study at a Russell Group University, may choose to study the highly academic and ambitious Ebacc subjects:**
- Separate Sciences
- French or Spanish
- Geography or History
- One other subject at GCSE

**Students seeking a future in the Sixth Form to study A Levels and National Diploma subjects and who may have aspirations for higher education, training or employment may choose:**
- Separate Science
- Geography or History
- Two other subjects at GCSE/Vocational Level

**Students seeking a challenging and flexible route in preparation for a vocational/apprenticeship route and later, further education or employment may choose:**
- Three or four guided subject choices as recommended;
  - at least one choice is likely to be at Vocational Level

“Ivybridge is an exceptional school with teachers who make fun lessons and really engage people in the class.”

Matthew, Year 8

*Students wishing to take Separate Sciences also have an additional 5 lessons via one of their Guided Subjects.
### Setting structure Year 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Setting structure (where appropriate)</th>
</tr>
</thead>
</table>
| **Maths** | 4 populations  
Sets 1, 2 Higher (grades 4 – 9)  
Sets 3, 4 Foundation (grades 1 – 5)  |
| **English** | 4 populations  
Sets in each as follows:  
Set 1, grades 7/8/9  
Set 2, grades 6/7/8  
Sets 3, 4 mixed ability, grades 1 – 6  |
| **Science** | 4 populations  
Set 1 is Separate Science  
Set 2, 3 and 4 Combined Science where sets 3 and 4 only are mixed ability.  |

### Setting structure Year 10

<table>
<thead>
<tr>
<th>Subject</th>
<th>Setting structure (where appropriate)</th>
</tr>
</thead>
</table>
| **Maths** | 2 populations  
Sets 1 – 5 Higher (grades 4 – 9)  
Sets 6 – 9 Foundation (grades 1 – 5)  |
| **English** | 2 populations  
Sets in each as follows:  
1, 5 and 9 : 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** | 4 populations  
Set 1 is Separate Science  
Set 2, 3 and 4 are Combined Science in ability groups  |

### Setting structure Year 11

<table>
<thead>
<tr>
<th>Subject</th>
<th>Setting structure (where appropriate)</th>
</tr>
</thead>
</table>
| **Maths** | 2 populations  
Sets 1 – 4 Higher (grades 4 – 9)  
Sets 5 – 8 Foundation (grades 1 – 5)  |
| **English** | 2 populations  
Sets in each as follows:  
1, 5 and 9 : 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** | 1 population: 2 Separate, 2 Combined  
4 population: 2 Separate, 2 Combined  
1 population: 1 Separate, 3 Combined  
2 population: 2 Separates, 2 Combined  
All groups are set based on ability.  |

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 Guided Subjects are taught in mixed ability sets.

### Personal Development and Enrichment

**CPSHE**

We passionately believe that College is preparation for life and that of equal importance to academic study is students’ Personal Development; the preparation for the world of work, careers, health and relationships to name but a few. We have a CPSHE programme that is universal, progressive and age appropriate, to meet the needs of all. It develops students’ knowledge, skills and personal characteristics to keep them healthy and safe alongside preparing them for life in modern Britain and the world of work.

Our CPSHE curriculum, alongside Character Education, supports academic studies by helping students to develop skills such as teamwork, communication and resilience which are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers.

Character Education is interwoven through all lessons, particularly in CPSHE, and focuses on students’ values, attitudes and behaviours to support their development and contribute to their success both inside and outside of College.

**ENRICHMENT**

Ivybridge learners are encouraged and challenged through a wide range of extra-curricular activities which cater for all students’ individual needs and interests no matter what their ability or age.

All students are encouraged to participate in at least ONE Extra Curricular Club a week. With a wide range of clubs running across the College, there is something for everyone.
Sixth Form

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 (AS)
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
Extended Certificate Health & Social Care
Cambridge Technical Introductory Diploma in IT

Extended Certificate in Music
Extended Certificate in Performing Arts
Extended Certificate in Applied Psychology
RSL Subsidiary Diploma for Music Practitioners

The majority of A Level courses have 9 hours of lessons per fortnight, with the vocational courses having either 27 or 9 hours depending on their A Level equivalences.

In addition to this, students will have a Tutor block for 15 minutes each day and a fortnightly 1 hour CPSHE lesson which follows a bespoke programme of activities and themes which harness spiritual, moral, cultural, mental and physical development, as well as careers advice and guidance.

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.