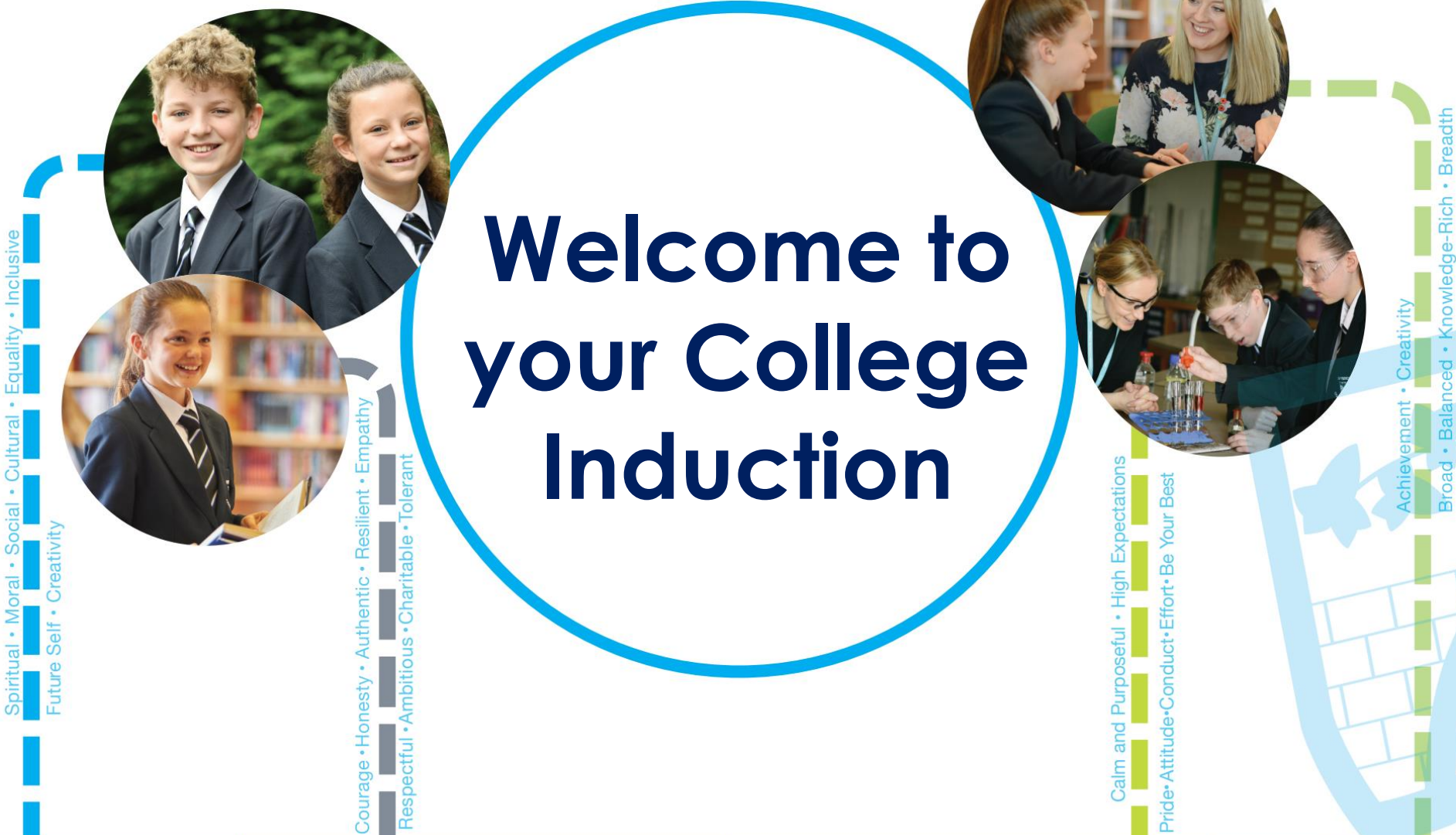


The Ivybridge Way



The Ivybridge Way

Welcome back!

Pastoral Leaders:

Year 7 Mrs Setter
Year 8 Miss Brown
Year 9 Mr Anniss
Year 10 Mrs Tyrrell
Year 11 Mrs Mandeville

Academic Performance Leaders:

Year 7 and 8 Mrs Shore
Year 9 and 10 Mr Brown
Year 11 Mr Kibler

Excellent
Teaching

PACE



Opportunity

Endeavour

Excellence

Achievement

The Ivybridge Way

- Please remember **SOCIAL DISTANCING** between lessons.
- Student must wear their **MASKS at ALL TIMES** out of lessons unless sitting and eating. This includes outside in recreational spaces.
- Masks **must not be taken off until in the classroom, following teacher direction-** this includes **toilet visits**.
- Under NO CIRCUMSTANCES can year groups **mix or stop and talk to students in corridors** and all sitting areas in corridors are out of bounds – once in College you must go straight to your Tutor base.
- **Use hand sanitiser and wash your hands** regularly throughout the day.
- **Follow ALL staff instructions** first time to help keep everyone safe!



Opportunity

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Excellence

Achievement

The Ivybridge Way

Year 7: Structure of the College day

Registration 8.55 – 9.10am	All students in Tutor rooms
Lesson 1 9.10am – 10.10am	All students in normal lessons. Year 7 to move at 10am
Lesson 2 10.10 – 11.40am	10.40 – 11.10am (break 1)
Lesson 3 11.40 – 12.40pm	All students in normal lessons. Year 7 to move at 12.35pm
Lesson 4 12.40 – 2.10pm	1.10 – 1.40pm (break 2)
Block 5 2.10 – 3.00pm	All students in lessons Year 7 dismissal at 3.00pm

Opportunity

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Excellence

Achievement

The Ivybridge Way

Year 8: Structure of the College day

Registration 8.55 – 9.10am	All students in Tutor rooms
Lesson 1 9.10am – 10.10am	All students in normal lessons.
Lesson 2 10.10 – 11.40am	10.40 – 11.10am (break 1)
Lesson 3 11.40 – 12.40pm	All students in normal lessons. Year 8 to move at 12.35pm.
Lesson 4 12.40 – 2.10pm	1.10 – 1.40pm (break 2)
Block 5 2.10 – 3.00pm	All students in lessons Year 8 dismissal at 3.05pm

Opportunity

Endeavour

Excellence

Achievement

The Ivybridge Way

Year 9: Structure of the College day

Spiritual • Moral • Social • Cultural • Equality • Inclusive
Future Self • Creativity

Registration 8.55 – 9.10am	All students in Tutor rooms
Lesson 1 9.10am – 10.10am	All students in normal lessons.
Lesson 2 10.10 – 11.40am	11.10 – 11.40am (break 1)
Lesson 3 11.40 – 12.40pm	All students in normal lessons.
Lesson 4 12.40 – 2.10pm	1.40 – 2.10pm (break 2)
Block 5 2.10 – 3.00pm	All students in lessons. Year 9 dismissal at 3.10pm

Excellent
Teaching

Achievement • Creativity
Broad • Balanced • Knowledge-Rich • Breadth

Opportunity

Endeavour

Excellence

Achievement

The Ivybridge Way

Year 10: Structure of the College day

Registration 8.55 – 9.10am	All students in Tutor rooms
Lesson 1 9.10am – 10.10am	All students in normal lessons.
Lesson 2 10.10 – 11.40am	10.10 – 10.40am (break 1)
Lesson 3 11.40 – 12.40pm	All students in normal lessons.
Lesson 4 12.40 – 2.10pm	12.40 – 1.10pm (break 2)
Block 5 2.10 – 3.00pm	All students in lessons. Year 10 dismissal at 3.10pm

Opportunity

Endeavour

Excellence

Achievement

The Ivybridge Way

Year 11: Structure of the College day

Registration 8.55 – 9.10am	All students in Tutor rooms
Lesson 1 9.10am – 10.10am	All students in normal lessons.
Lesson 2 10.10 – 11.40am	11.10 – 11.40am (break 1)
Lesson 3 11.40 – 12.40pm	All students in normal lessons.
Lesson 4 12.40 – 2.10pm	1.40 – 2.10pm (break 2)
Block 5 2.10 – 3.00pm	All students in lessons. Year 11 dismissal at 3.15pm

Opportunity

Endeavour

Excellence

Achievement

The Ivybridge Way

Once you arrive every morning, please have your 'Super 7' out on the desk ready for your tutor to check.



Excellent Teaching

PACE

Calm and Purposeful • High Expectations

Pride • Attitude • Conduct • Effort • Be Your Best

Achievement • Creativity

Broad • Balanced • Knowledge-Rich • Breadth

Opportunity

Endeavour

Excellence

Achievement

The Ivybridge Way



Opportunity

Endeavour

Excellence

Achievement

The Ivybridge Way

- KITE Learning Journals need to be with you every day.
- Please make sure that you do not lose your KITE booklet. They cost £5.00 to replace.
- There are a variety of pages that we need to refer to.

Opportunity

Endeavour

Excellence

Achievement

The Ivybridge Way



Ivybridge Community College: College Uniform/Code of Dress

Ivybridge Community College takes pride in the professional appearance and dress of our students. It is a College requirement that all our students wear the full College uniform correctly at all times. Parent/carer and student co-operation is essential if we are to maintain this high standard. Students arriving at College inappropriately dressed or not meeting the expected College standards and expectations will be dealt with in accordance with College policy. Students are expected to meet the code of dress at all times and take pride in the wearing of the College uniform both to and from College and throughout the College day. Any adjustment to the Code of Dress is to the discretion of the Senior Leadership Team where upon parents/carers and students will be informed accordingly.

Take pride in being part of the Ivybridge Way.....

College Uniform

1. Navy blue College blazer with College badge*
2. Standard tartan patterned College skirt, worn at no more than 4cms above the knee*
3. College tie (worn with a minimum of 5 stripes showing)*
4. Navy blue knitted jumper with embroidered College badge (optional)
5. Grey, formal trousers, e.g. polyester mix; NOT cord, brushed denim, jeans, chinos (black is not permitted)
6. White shirt/blouse which buttons up to the neck
7. Plain black, grey, navy or white socks not over the knee or below the ankle, (sports socks are not permitted), black coloured tights

Sensible, black, formal, flat shoes (leather or patent shoes that can be polished only and not leather trainers e.g. Converse/Vans) – no boots, canvas shoes, trainers.

No branded items with logos; these include clothing (e.g. Hoodies), footwear or accessories such as belts should not be worn.

PE KIT FOR ALL STUDENTS

- Navy blue sports top with embroidered College badge
- College multi sports top
- Navy blue shorts/skort
- Navy blue Ivybridge sports socks and white sports/ankle socks
- Trainers (non-marking soles essential)
- Optional extras: navy blue College fleece blue tracksuit trousers (not branded), blue leggings (not branded)
- Shin pads are compulsory for Rugby, Football and Hockey
- Gum shields are compulsory for Rugby and Hockey
- Rubber moulded studs recommended for Football and Rugby as they can be used on both Field and Astro.

Jewellery: Jewellery is not permitted, except for one small silver/gold stud earring in each lower ear lobe and a watch. No other piercings are permitted. No other jewellery is permitted in the interest of safety for all students. All jewellery/piercings must be removed for all Physical Education

FOR ALL STUDENTS

- Design Technology: white or natural apron
- Food and Nutrition: clean, hygienic apron
- Art: some protective clothing advisable

- activities for Health and Safety reasons (including new piercings). Wearing tape over piercings is not permitted for Physical Education activities.
- Make-up:** Years 9 to 11 only Learners are permitted to wear subtle and natural looking make-up. Skin make-up will not be considered as subtle if it leaves a mark on clothing such as the shirt sleeve or collar. No nail varnish, false nails including acrylics and false eye lashes are allowed.
- Hairstyle:** Hairstyles must be well groomed, neat and of a natural colour. Extreme forms of hairstyles are not permitted and extreme fashions must be avoided i.e. tramlines or mullets. No less than a grade 2 fade at the sides is permitted. Use of hair dye to achieve an unnatural two toned or bleached look is not permitted i.e. balayage, dip dye or extreme colours.
- Indoor Wear:** Students are not permitted to wear outdoor coats and accessories including hats, scarves indoors.
- Outdoor wear:** Outdoor coats should be predominantly one colour. They should be plain in style and not made from denim or leather. Coats may be worn as an additional item of clothing to and from College and not instead of the College blazer. Hoodies are not permitted as outdoor coats or as additional layers under their blazer.
- Students are not permitted to wear outdoor coats and accessories including hats, scarves indoors.

THIS IS THE COLLEGE UNIFORM/DRESS CODE

Variations will not be acceptable and no extremes of fashion, hair or dress are allowed.

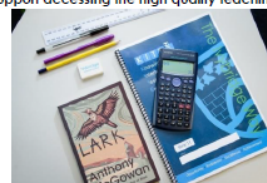
The College reserves the right to make the final decision on what is and what is not acceptable.

Please note that all items of College uniform, including PE kit, are available from Lawsons of Ivybridge and Trutex Schoolwear and More, Sugar Mill Retail Park, Plymouth.

Ivybridge Community College: Equipment for Learning

The equipment below is compulsory to support accessing the high quality teaching and learning in lessons:

1. Blue/black pen
2. Purple pen
3. Pencil
4. Rubber
5. Ruler
6. Calculator
7. KITE booklet & reading book



Ivybridge Community College: Non- permitted items in College

These are in addition to those identified in the College Policies

- Chewing gum
- Energy/fizzy drinks
- Laser pens

Excellent
teaching

Page 9 – 10:

College Uniform

PACE

Calm and Purposeful • High Expectations

Pride • Attitude • Conduct • Effort • Be Your Best

Achievement • Creativity

Broad • Balanced • Knowledge-Power • Breadth

Opportunity

Endeavour

Excellence

Achievement

The Ivybridge Way

Home College Agreement, Page 12-13

The 'Home College Agreement' needs to be signed by you and your parents/carers by **Wednesday, 16 September.**

12					
This is a copy of Ivybridge Community College's Home College Agreement that all students and parents have agreed to support in order to fulfil your education needs in a safe and fulfilling manner.					
Opportunity	<table border="1"><thead><tr><th>Student Agreement</th><th>Parent/Carer Agreement</th></tr></thead><tbody><tr><td>Home College Agreement The Home College Agreement is an important part of our College approach to establish a genuine partnership between the College, parents and students. The Agreement is to clarify the Standards & Expectations that the College has of our students, to enable ALL students to be a positive member of our College Community and, in doing so, contribute towards a safe, responsible, respectful and effective learning environment. The College Behaviour policy is available on the College website. As a student of Ivybridge Community College I will commit fully to the life of the College and actively support the wellbeing of others by following the College's PACE expectations.</td><td>Home College Agreement The Home College Agreement is an integral part of our College's approach to establish a genuine partnership between the College, parents and students. The Agreement is to clarify the Expectations that the College has of our parents/carers in support of the College. This support will allow your child to contribute towards a safe, responsible, respectful and effective learning environment, enabling your child to be a positive member of our College Community. The College Behaviour policy is available on the College website. As a parent/carer of a student at Ivybridge Community College I/we will commit fully to the life of the College and actively support the wellbeing of our child by following the College's PACE expectations.</td></tr></tbody></table>	Student Agreement	Parent/Carer Agreement	Home College Agreement The Home College Agreement is an important part of our College approach to establish a genuine partnership between the College, parents and students. The Agreement is to clarify the Standards & Expectations that the College has of our students, to enable ALL students to be a positive member of our College Community and, in doing so, contribute towards a safe, responsible, respectful and effective learning environment. The College Behaviour policy is available on the College website. As a student of Ivybridge Community College I will commit fully to the life of the College and actively support the wellbeing of others by following the College's PACE expectations.	Home College Agreement The Home College Agreement is an integral part of our College's approach to establish a genuine partnership between the College, parents and students. The Agreement is to clarify the Expectations that the College has of our parents/carers in support of the College. This support will allow your child to contribute towards a safe, responsible, respectful and effective learning environment, enabling your child to be a positive member of our College Community. The College Behaviour policy is available on the College website. As a parent/carer of a student at Ivybridge Community College I/we will commit fully to the life of the College and actively support the wellbeing of our child by following the College's PACE expectations.
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Opportunity

Endeavour

Excellence

Achievement

The Ivybridge Way

Travelling to and from College:

- You are representing the College whilst you travel to and from College
- The same standards and expectations apply
- Remember to maintain social distancing where possible
- Specific Code of Conduct for College Transport, page 14-15

COLLEGE TRANSPORT CODE OF CONDUCT

CONDUCT ON THE BUSES

YOU MUST CARRY YOUR BUS PASS AT ALL TIMES AND SHOW TO DRIVER WHEN GETTING ON A DEVON BUS OR PLYMOUTH BUS.

ICC RUN A NO PASS NO TRAVEL SYSTEM.

TEMPORARY PASSES ARE AVAILABLE FROM THE BUS OFFICE IN FEVERAL 1st floor.

Remember the College Code of Behaviour applies to journeys to and from the College.

- Sit in your seat, fasten your seat belt and remain seated for the entire journey.
- Be respectful and consider other students on your bus at all times.
- Follow the instructions of the driver.
- Keep school bags, kit, musical instruments, etc under seats or on your lap, wherever possible.
- BEHAVE AT ALL TIMES so that the driver is not distracted and no other passengers are upset.
- CCTV is in operation on buses where possible and will be used in incidents of poor or inappropriate behaviour on the bus

Remember that unacceptable behaviour may result in withdrawing the privilege of travelling on the College buses.

DO NOT DROP LITTER ON THE BUS. Put it back in your bag and take home or put it in the bin provided on the bus.

BUS PASSES NEED TO BE SHOWN TO THE DRIVER WHEN GETTING ON THE BUS.

- Keep noise to a reasonable level.
- If you see someone behaving badly or bullying others always report it to the driver or the College.
- DO NOT distract the driver except in an emergency.
- DO NOT carry real or replica weapons.
- DO NOT throw things.
- DO NOT use bad language.
- DO NOT damage the vehicle - if you do your parents or carers will have to pay for the damage.

IF YOUR BUS IS LATE ARRIVING IN THE MORNING:

1. DO NOT go home immediately.
2. The senior student present should ring the College, on 01752 691000 to ask for instruction, after 10 minutes.
3. Try to find shelter if it is raining.
4. If the bus has not arrived after 30 minutes, you may go home, but you should:
 - contact your parents/carers to explain the situation
 - contact the College by telephone (01752 691000) to find out why
 - your bus has not arrived and what alternative arrangements may have been made for you.

- stay near a telephone so you can be told of any up-to-date developments and any new arrangements.

IF YOUR BUS IS LATE LEAVING AT THE END OF THE DAY:

On request, the College will contact your parents/carers to inform them of your late departure and to explain the situation. Then an alternative method of transport will be found for you.

14 Opportunity • Endeavour • Excellence • Achievement

Opportunity • Endeavour • Excellence • Achievement 15

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The Ivybridge Way

The presentation of your work should be consistent across all subjects, page 21

Spiritual • Moral • Social • Cultural • Equality • Inclusion
Future Self • Creativity

Champion
Every Child
Character
Education

Courage • Honesty • Authentic • Resilient • Empathy
Respectful • Ambitious • Charitable • Tolerant

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PRESENTATION OF MY WORK

It's as easy as ABC!

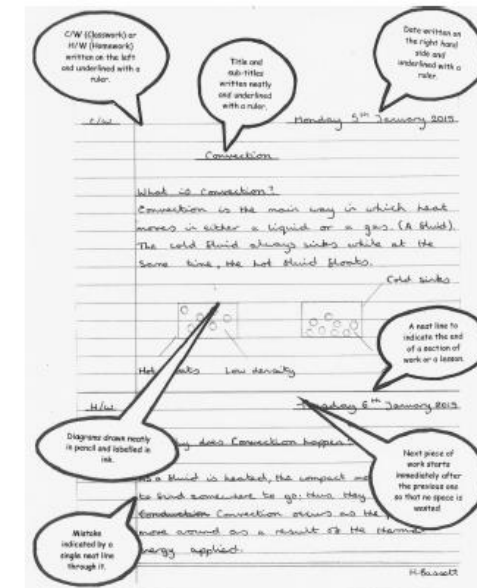
PRESENTATION

A. All work in the front of my exercise book will:

- * have a short, sensible heading to explain what the work is about and show whether the work is **homework** or **classwork**.
- * be dated to show when it was done.
- * be underlined with a ruler.
- * be done using black or blue ink for writing.
- * be done using pencil for drawings.
- * have mistakes crossed out simply and carefully.
- * be in handwriting I consider to be well written.

B. No part of my exercise book or text book will have graffiti written on it.

C. All points here can also be applied to work not done in exercise books UNLESS YOU ARE TOLD DIFFERENTLY BY YOUR TEACHER.



The Ivybridge Way

Safeguarding

If you have any concerns about your own or someone else's wellbeing, please speak to someone.

- Your tutor
- Your Pastoral Leader/Academic Performance Leader
- Someone wearing a yellow lanyard

Key contacts, page 27

WHO CAN I TALK TO/SAFEGUARDING

In College

Tutor
Keyworker
Key Stage Administrator
Pastoral Leader or Academic Performance Leader
Any member of staff
College Nurse
Student Welfare Staff
Designated Safeguarding Lead



Local

Police	Emergency – 999 Non-Emergency – 101
Samaritans	01752 221666 Freephone 116123
My Devon – Social Services	0345 155 1071
Youth Interventions Officer	01752 891964
Young Devon	01752 698402 01752 691511
Devon Action Youth	01803 868505
Asthma Helpline	0800 121 6244
Citizens Advice Bureau	0844 826 9717 03444 111 444
Harbour Centre – Drugs / Alcohol / Advisory Service	01752 434343
Young Peoples Team	01752 306596
Domestic Violence	08082 000247
Adult and Community Learning	0845 1551 014

National

Samaritans	08457 909090
Childline (for children in trouble or danger)	Freephone 0800 1111
Kidscape (for concerns re bullying)	0207 730 3300
RSPCA	0300 123 4999
Drugs Helpline – FRANK	0300 123 6600
Alcoholics Anonymous	08457 697555
Y Smart Drugs & Alcohol Services for the under 18s	Freephone 0800 121 4751

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Personal Home Learning Schedule

WEEK A	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Independent Learning (KITE booklets)							
Subject specific Home Learning							
Other activities							

WEEK B	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Independent Learning (KITE booklets)							
Subject specific Home Learning							
Other activities							

Home Learning Schedule, page 30

- Your homework will be set on E-Praise
- This planner allows you to plan your time in advance
- You can fill this in with your subject teachers next week

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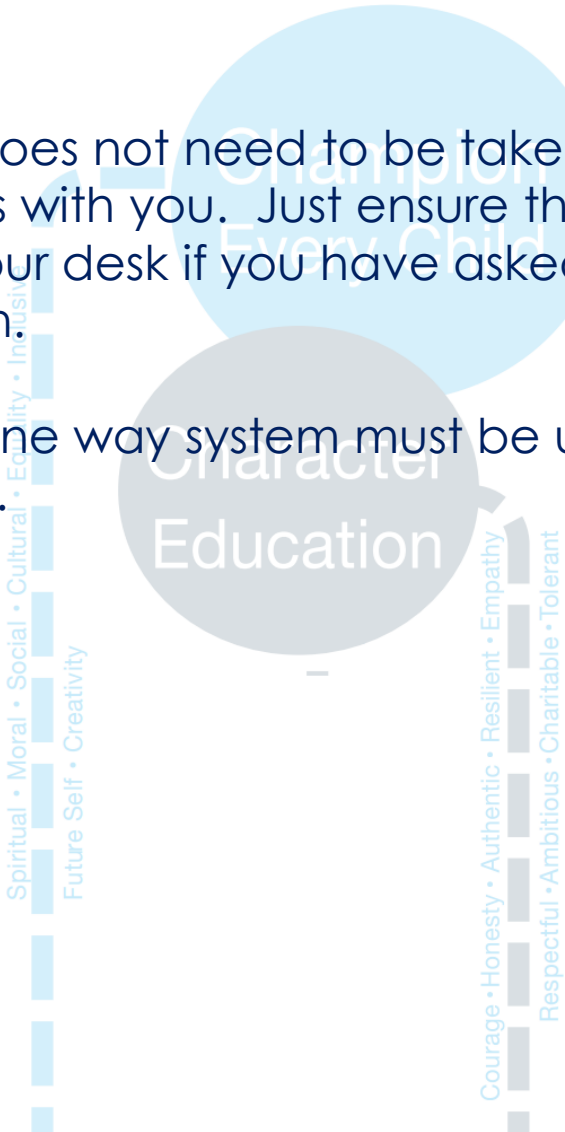
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This does not need to be taken to the toilets with you. Just ensure that it is open on your desk if you have asked to leave the lesson.

The one way system must be used at all times.



In College notes e.g. permission to go to the toilet

Date	Message

Broad • Balanced • Knowledge-Rich • Breadth

The Ivybridge Way

Home College Communication, page 40 - 44

- These pages need to be used to communicate key messages to your parents/carers
- Parents/carers can communicate with your tutor or teachers
- Student's responsibility to ensure the message reaches the intended recipient

Home/College Communication

Date	Message

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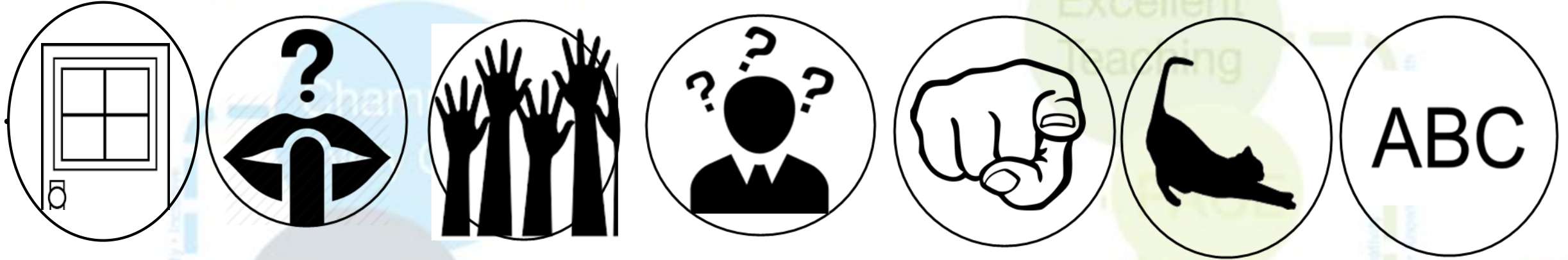
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The Ivybridge Way



We have Seven Habits of learning at Ivybridge Community College that follow the Teach Like a Champion approach.

Please see the full details in your KITE Learning Journal.

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KITE Learning Journals

What are they?



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Knowing
Interleaving
Testing
Exceeding

KITE Learning Journal

Key pages:

Page 3: Summary of the College day will be different this term due to staggered breaks. **Please write in your break and lunch times for this term.**

Page 7: The 7 Learning Habits we have here at ICC.

Page 9: College uniform/Equipment for learning ('Super 7'). It's really important that, due to Covid restrictions, you have your own equipment.

Page 11: ICC Sanction chart.

Page 12-13 Home College Agreement to be signed by you and your parent/guardian. **Due to be signed by:_____**

Page 14-15: College Transport Code of Conduct

Page 19-20: Support for online learning. **This will be covered more during your ICT lessons.**

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Knowing
Interleaving
Testing
Exceeding

KITE Learning Journal

Key pages (continued):

Page 21: How to present your work

Page 27: Who can I talk to other than my tutor?

Page 28-29: Space for your timetable: **please fill this in now.**

Page 31-37: In College notes. For example, if you go to the toilet during lessons you must carry your learning journal with you with a note from your teacher.

Page 38-44: Home/College communication notes. For your parents to write any notes to your tutor/teachers.

Page 46-48: The Self-Testing Toolkit support (more on this next)

Page 49-56: Tutor Time KITE quiz (space for answers each week...)

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Knowing **I**nterleaving **T**esting **E**xceeding

The rest of your booklet contains core knowledge for each of your subjects. This is the basic information that you need to learn off by heart in order to support your learning throughout the year.

You must look after this booklet and bring it to college every day. It is now a compulsory part of your Fit for Learning kit and is also part of your home learning every week.

You will be shown a range of strategies by your tutor and subject teachers that will help you to learn the knowledge in your KITE booklets.

You will complete one silent starters a week in tutor time testing your knowledge. Your subject teachers will also set quizzes/starters.

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Induction Week Home Learning

Due 18th September

'Using your KITE booklet, choose three subjects and look just at the first page (this is the page for the Autumn Term). For your first subject create a blind mind map, for your second subject create a cumulative quiz and for your third subject create flashcards. See the example provided'

Also set on E-praise.

NOTE: each week you will have two tutor sessions dedicated to KITE booklets. One of these will be a quiz and the other will be time for you to continue adding to your revision resources. This task is to get you started on these resources.

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Induction Week Home Learning Example

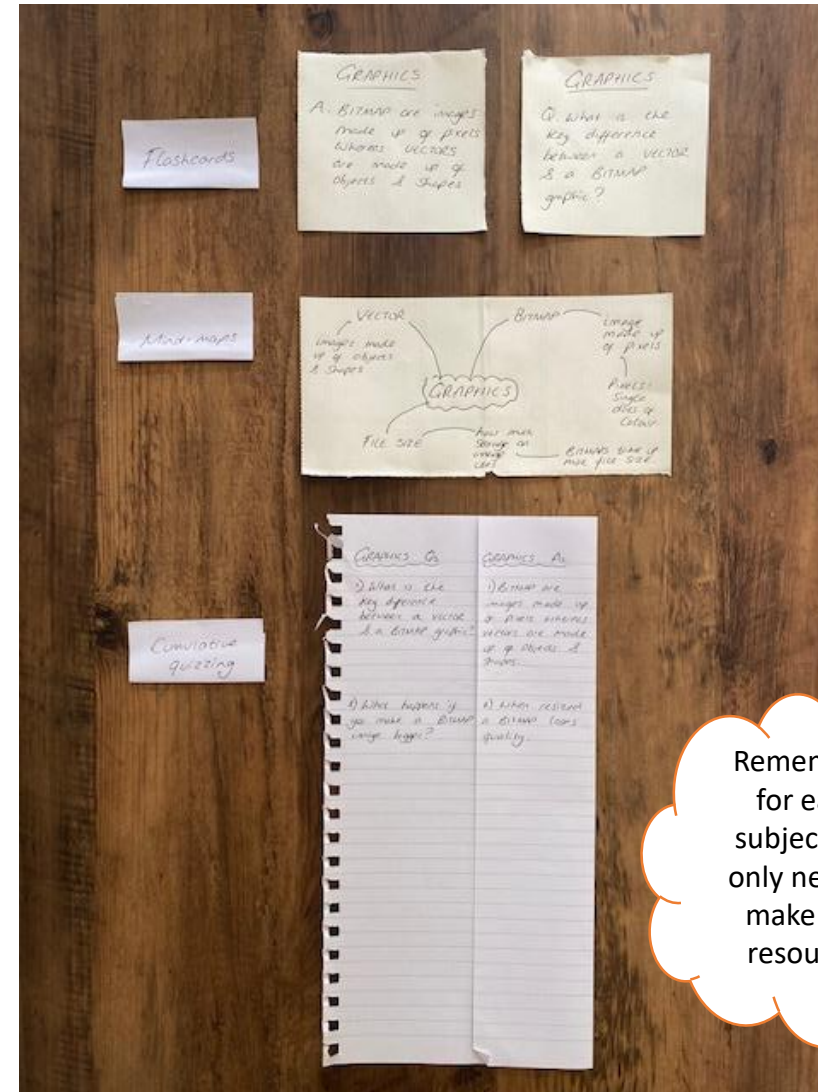
COMPUTER SCIENCE AND ICT

ICT

Computing (ICT & Computer Science)

Autumn Term

Topic 1: GRAPHICS	Topic 2: PYTHON PROGRAMMING
Key words: Bitmap – image made up of pixels (dots of colour) Vector – image made up of objects and shapes Pixel – single dot of colour in a bitmap File Size – how much storage an image uses Resize – changing the visual size of an image Tool – Used in a graphics package to create/edit an image. Gradient Fill – making colour lighter or darker in parts of the image. Opacity – See through Layering – Placing objects over each other Group – linking objects together as one image	Key words: Speech Recognition – understands your voice and responds to commands, e.g. Siri, Alexa Program – a series of instructions a computer can understand. Python – this is the programming language used in school Syntax – this is text used in the program, it needs to be accurate Variable – a piece of information that can change in the program and be referred to in syntax Executing – running the program Artificial Intelligence – when a computer program 'appears' to think like a human Comments – these start with a # and give comment about what the syntax will do without changing the way the program runs. Loop – a programming decision that can produce different outcomes for your program.
Key ideas: A vector graphic is created using a graphics package and is made up of objects – shapes and lines, each object can be edited individually, a vector graphic can be made larger (scaled up) without losing quality. A bitmap is made up of tiny dots of different colours – Pixels, each pixel has information saved about it, and this can create very large file sizes. When resized a bitmap loses quality. Image size and quality will be different depending on the image type.	Key ideas: Programs can be complex and comments help us to remember and others to understand what is happening in the program. Speech recognition is a voice system that allows us to command computer systems with voice alone Programming is a way of instructing computers in way they can understand.
Q&A <ul style="list-style-type: none"> What is the key difference between VECTOR and BITMAP graphics? What happens if you make a BITMAP image bigger? Which has a larger file size, BITMAP or VECTOR? Why? Where might a VECTOR image be used? What happens when you make a BITMAP larger? Which type of image creates a larger file 	Q&A <ul style="list-style-type: none"> What is speech recognition, can you give an example of how we use this? What is artificial intelligence, can you give an example that is in use today? What will this piece of syntax do? Print ("hello world") Why might you use a comment # in a program? What are the only two characters a computer understands? What does 11011 as a value in denary?



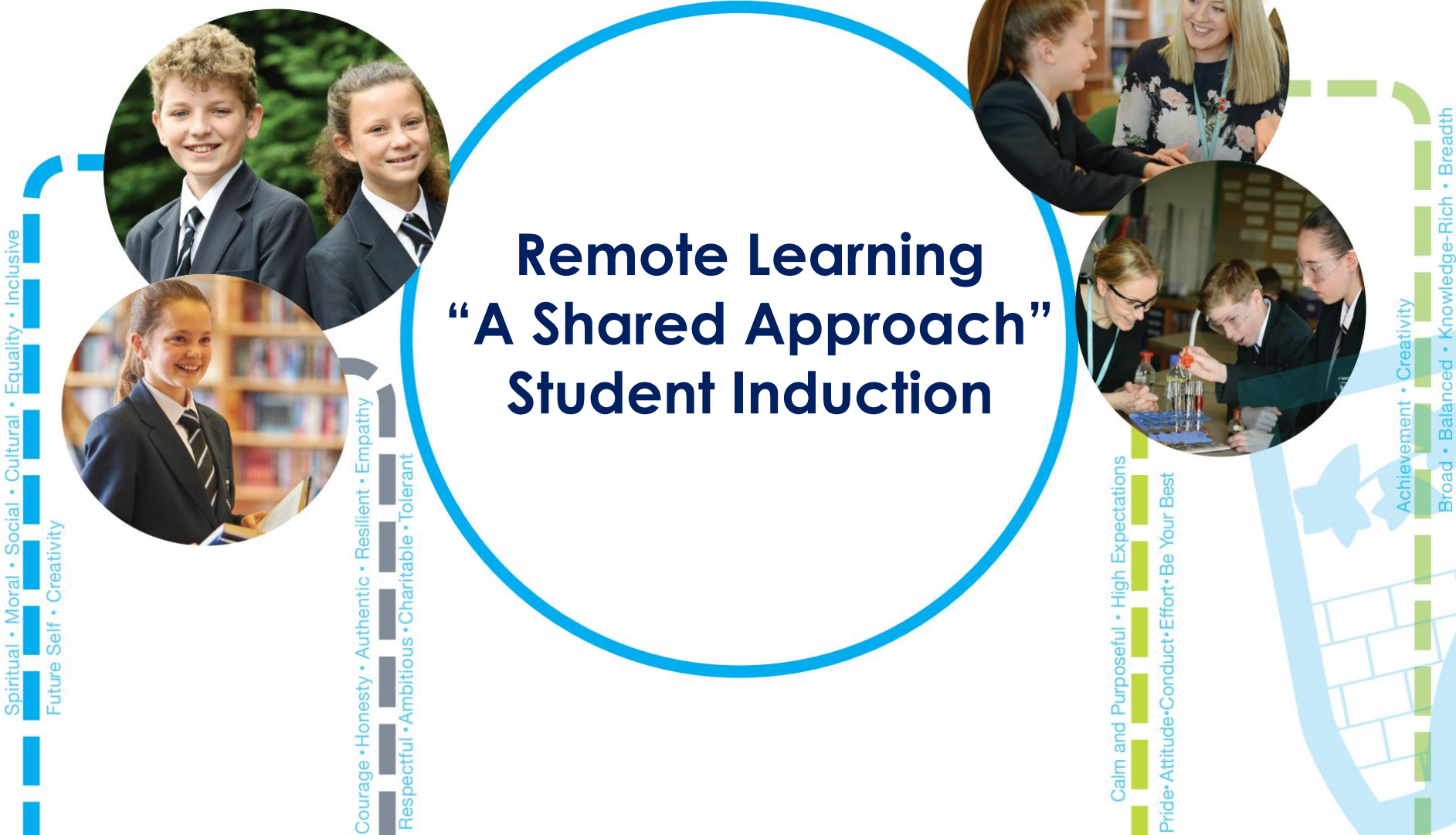
Self Testing Toolkit

Please see full details in your KITE Learning Journal and additional information on the College website.

The Self-Testing Toolkit



The Ivybridge Way



The Ivybridge Way

Remote Learning at ICC

- There may be times when you need to complete remote learning from home, as an individual, as part of a class or year group, or part of the wider college community. This could be for a short or extended period of time.
- You need to make sure you know what to do if you need to switch to remote learning at short notice.
- We will be using Microsoft Teams as our common platform for all remote and virtual learning, apart from Tier 1 where Foldr will be used.

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Remote Learning: Microsoft Teams

Microsoft Teams is our common remote learning platform

You will need to be able to use Microsoft Teams to:

- Access and download remote learning instructions and resources from the classwork folders
- Access and listen to teacher narrated PowerPoints and stream videos.
- Upload completed remote learning tasks
- Join and participate in live lessons and class tutorials/ meetings
- Use the calendar function to manage your assignments and virtual learning timetable.

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Remote Learning at ICC

- Alongside Microsoft Teams you will still need to access subject specific websites and online programmes, such as Bedrock and Sparx, when directed by your teachers.
- Epraise will still be use to communicate remote leaning tasks to parents, but the work will be accessed, completed and uploaded through Microsoft Teams as a virtual classroom.

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Remote Learning: Tiers of Intervention

Tiers of intervention for educational settings:

- **Tier 1: All pupils attend full time (individual remote learning)**
- **Tier 2: Part time rota system in place (potential 2 week rotation)**
- **Tier 3: Most secondary school students studying from home**
- **Tier 4: All schools back to full lockdown**

How you will need to use Microsoft Teams will depend on the tier of remote learning. In all tiers students are expected to take responsibility for their remote learning and seek additional guidance and support if needed.

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Tier 1

Tier 2

Tier 3/4

Individual Students

- Short term remote learning
- Student independent learning (supported by teachers)
- Remote Learning resources using **Foldr** (following the College curriculum)
- Narrated instructional powerpoint or video guidance/ support where appropriate
- Hand in of work on return
- Feedback in line with College policy

Class/Classes

- Medium term remote learning
- Student learning directed by class teachers
- Remote Learning resources on **Microsoft Teams** (following the College curriculum)
- Recorded/ live virtual learning opportunities
- Hand in of work via Microsoft Teams or on return (if 2 week rota)
- Feedback in line with College policy

Year Groups/College

- Extended remote learning
- Student learning directed by HoD subject strategy
- Remote Learning resources on **Microsoft Teams** (following the remote learning curriculum)
- Enhanced virtual learning opportunities
- Learning cycle hand in of work via Microsoft Teams
- Feedback via Microsoft Teams in line with College policy

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Remote Learning: Student Expectations

Ivybridge Community College Remote Teaching and Learning Strategy

	Tier 1: Remote Learning Provision for Individual Students. All other students in College as normal.	Tier 2: Remote learning provision for classes and other learning communities (potential rota system)	Tier 3 and 4: Remote learning provision for multiple year groups or whole College
Group Size	Individual students/small groups of students (such as transport groups/ siblings) undertaking remote learning at home due to illness, self-isolation or shielding.	Discrete groups of students (class/ year group/ other learning communities) directed to undertake partial or full remote learning from home	Multiple year groups, partial or full college closure. Students directed to undertake partial or full remote learning from home for an extended period of time.
Student Actions	<p>Where possible ensure that you have all your books and resources you need to complete your remote learning successfully.</p> <p>Make sure you can access and complete your remote learning through the Year Group Foldr Page. Your Pastoral Leader will contact you to support with this.</p> <p>Email your tutor or class teachers if you require additional support with your remote learning.</p> <p>Submit your completed remote learning work to your class teachers on return to college and act on any feedback given.</p> <p>Engage with any additional support provided by your teachers on your return to college.</p> <p>Use Epraise to access your Home Learning and KITE work and complete for all of your subjects where lessons are running as timetabled.</p>	<p>Where possible ensure that you have all your books and resources you need to complete your remote learning successfully.</p> <p>Make sure you can access and complete your remote learning through your Microsoft Teams subject class Teams Pages.</p> <p>Email your tutor or class teachers if you require additional support with your remote learning.</p> <p>Submit your completed remote learning work to your class teachers through Microsoft Teams or on your return to college, as directed by your class teachers, and act on any feedback given.</p> <p>Engage with any additional support provided by your teachers during remote learning and/or on your return to college.</p> <p>Use Epraise to access your Home Learning and KITE work and complete this in addition to your remote learning, where lessons are running as timetabled in some subjects.</p>	<p>Where possible ensure that you have all your books and resources you need to complete your remote learning successfully.</p> <p>Refer to the Weekly Learning Menu and complete your remote learning through Microsoft Teams (subject class or cohort Teams Pages), including engaging with virtual learning opportunities such as live lessons and pre-recorded lessons.</p> <p>Email your tutor or class teachers if you require additional support with your remote learning and attend the calendared fortnightly tutorial with your tutor group through Microsoft Teams.</p> <p>Submit your completed remote learning work to your class teachers through Microsoft Teams by the end of each learning cycle, and act on any feedback given. Try to engage with any additional/ enhanced remote learning or extension activities provided by your class teachers.</p> <p>Engage with any additional support provided by your teachers, the Pastoral Team, SEND and IT services to support you with you remote learning. Try to engage with any additional/ enhanced remote learning or extension activities provided by your class teachers.</p> <p>Use Epraise to access additional guidance about your remote learning provided by your subject teachers, to support the transition to using Microsoft Teams.</p>

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Excellence

Achievement

The Ivybridge Way



The Ivybridge Way

Home Learning

The purpose of home learning at Ivybridge Community College:

- To provide opportunities for students to **explore and develop their subject passions** and interests through home learning that supports and enhances the curriculum.
- To support student endeavour through establishing routine **independent learning habits** and use of **effective revision strategies**.
- To promote student excellence by developing subject specific **academic competencies and practical skills**.
- To enable outstanding achievement by supporting students to develop detailed **subject knowledge** and enhanced **academic literacy**.

Excellent
Teaching

Opportunity

Endeavour

Excellence

Achievement

The Purpose of Home Learning:

The core purpose of Home Learning is to support students to **consolidate** and **extend** their learning.

Academic research shows that Home Learning has a positive impact on student learning and progress when completed well, and on average adds an additional 5 months of progress during secondary school.

It is really important that Home Learning is completed to the best of your ability.

Opportunity

Endeavour

Excellence

Achievement

The Ivybridge Way

Home Learning:

There are two strands of home learning at Ivybridge Community College:

Subject Specific Home Learning:

Subject set tasks linked to the curriculum.

Guided Independent Home Learning:

Review of classwork and learning of core knowledge.

You will be taught specific strategies to be used during your guided independent learning time, linked to the learning and self-testing of core knowledge from your subject K.I.T.E sheets.



Excellent
Teaching

PACE

Opportunity

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Excellence

Achievement

The Ivybridge Way **Independent Home Learning:**

Learning the core knowledge from your KITE Learning Journals makes up some of your Guided Independent Learning time.

You should use the self-testing toolkit strategies when completing your KITE home learning including blind mind-mapping, cumulative quizzing and flashcards



Other Independent Learning tasks may include:

- Reviewing and improving your classwork
- Acting on teacher feedback to improve your work
- Carrying out wider research into a topic or subject
- Producing and using revision materials using the self-testing tool kit
- Completing practice exam questions and past papers
- Practising and developing practical skills

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The Home Learning Programme

The home learning programme on the next slides and in your KITE Learning Journal gives guidance on the amount of time you should be spending on your home learning in each subject over a two week learning cycle.

There will be times when you will be expected to do more Home Learning, for example when preparing for key assessments, mock exams or completing coursework.

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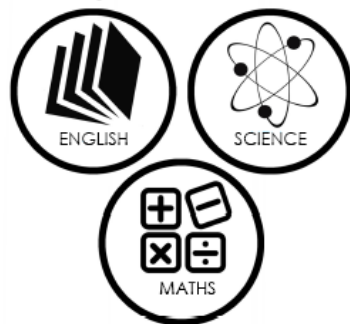
—Home Learning Programme— Years 7 and 8

There are 2 strands of Home Learning at Ivybridge Community College:

- ~ Subject specific Home Learning
- ~ Guided Independent Learning

The College operates a two week timetable and consequently over this period, students should receive the following amount of Home Learning:

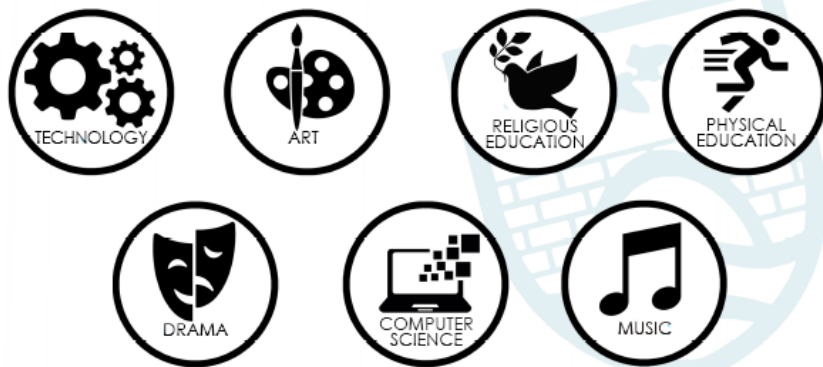
1 hour subject specific and
20 minutes Independent Learning
[KITE booklets]



40 minutes subject specific and
20 minutes Independent Learning
[KITE booklets]



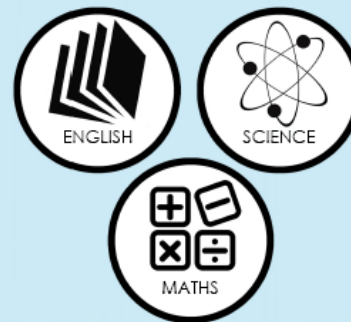
20 minutes subject specific and 20 minutes Independent Learning
[KITE booklets]



—Home Learning Programme— Years 9,10 and 11

CORE SUBJECTS

2 hour subject specific and
30 minutes Independent Learning
[KITE booklets and wider revision]

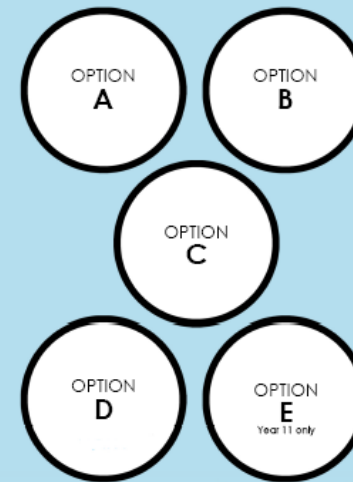


CORE PHYSICAL EDUCATION

30+ minutes subject
specific per week

OPTION SUBJECTS

1 hour subject specific and
30 minutes Independent Learning
[KITE booklets and wider revision]



Expectations for the completion of Home Learning :

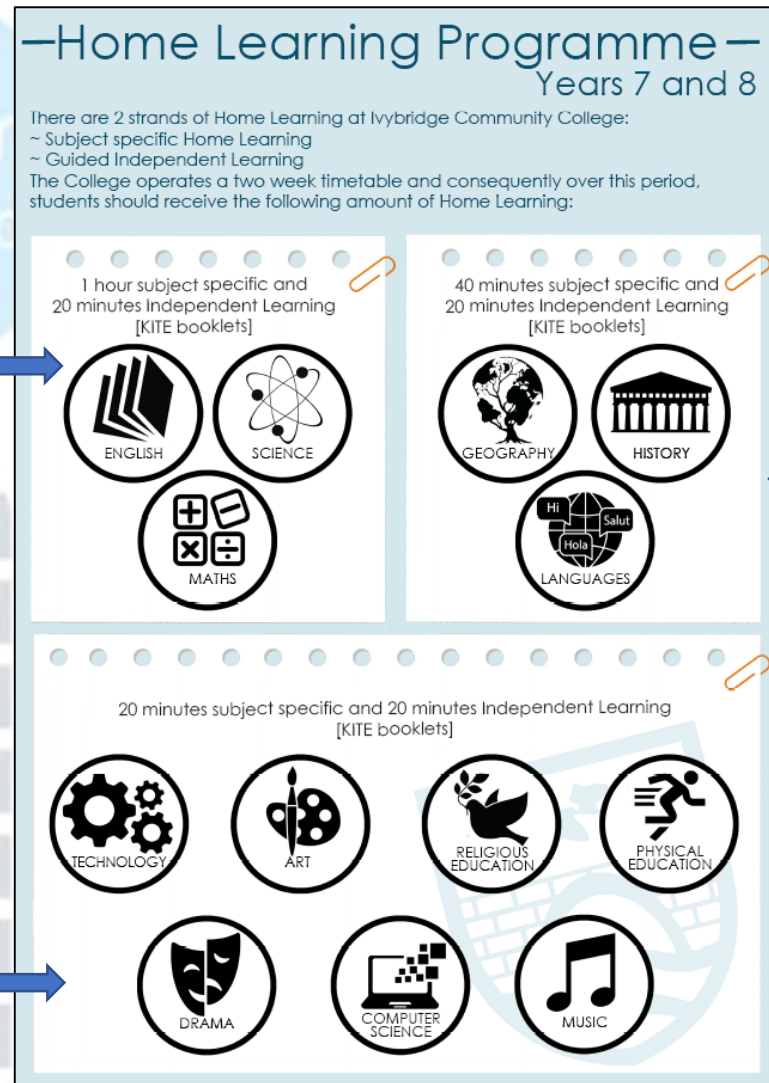
Students should ensure that they take responsibility for the following:

- Recording details of Home Learning appropriately and as directed by the teacher
- Accessing E-Praise notifications and using E-Praise to manage Home Learning
- Making time to complete Home Learning
- Creating and following a Home Learning schedule to establish a weekly routine
- Completing all Home Learning to a high standard within the time frame given
- Catching up with Home Learning if missed during absence
- Seeking additional guidance and support with Home Learning where necessary
- Adhering to sanctions issued if Home Learning is not completed without good reason

The Ivybridge Way Home Learning Programme: Year 7 and 8

One hour
of Home Learning
per subject and
twenty minutes
Independent
Learning every
two weeks

Twenty minutes of
Home Learning
per subject and
Twenty minutes
Independent
Learning every
two weeks



Forty minutes
of Home Learning
per subject and
twenty minutes
Independent
Learning every two
weeks

Opportunity

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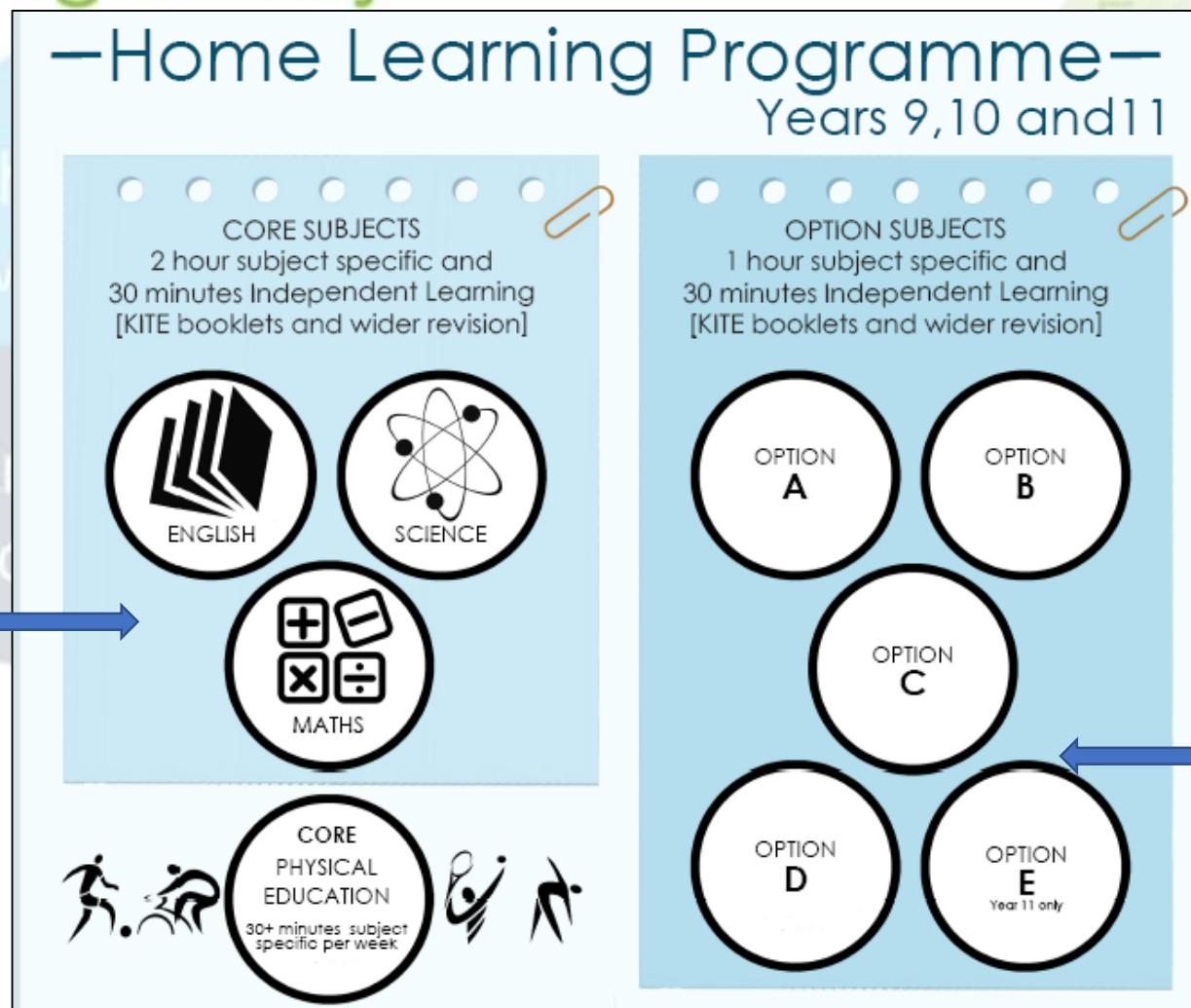
Excellence

Achievement

Home Learning Programme: Years 9,10 and 11

Two hours
of Home Learning
per subject and
30 minutes
Independent
Learning every
two weeks

One hour
of Home Learning
per subject and
30 minutes
Independent
Learning every
two weeks



*There is no
option E from
September 2020*

Try and do **at least 30 minutes of physical activity** outside of school each week

Opportunity

Endeavour

Excellence

Achievement

Home Learning: Student expectations

Expectations for the completion of Home Learning :

Students should ensure that they take responsibility for the following:

- Recording details of Home Learning appropriately and as directed by the teacher
- Accessing E-Praise notifications and using E-Praise to manage Home Learning
- Making time to complete Home Learning
- Creating and following a Home Learning schedule to establish a weekly routine
- Completing all Home Learning to a high standard within the time frame given
- Catching up with Home Learning if missed during absence
- Seeking additional guidance and support with Home Learning where necessary
- Adhering to sanctions issued if Home Learning is not completed without good reason

Producing a Home Learning Schedule

It is a good idea to plan a weekly Home Learning schedule around your timetable and commitments outside of college, to help you establish a Home Learning routine.

When producing your Home Learning Schedule think about:

- When you have lessons in each subject
- When your subject teachers are planning to set and take in your subject specific Home Learning
- The days you are busy at lunchtime, after college or in the evening (you may not be able to do as much Home Learning on these days)
- The days you have more free-time (you may be able to do more Home Learning on these days)
- When you have access to suitable space and resources to complete your Home Learning

Personal Home Learning Schedule

WEEK A	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Independent Learning (KITE booklets)							
Subject specific Home Learning							
Other activities							
WEEK B	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Independent Learning (KITE booklets)							
Subject specific Home Learning							
Other activities							

Home Learning Schedule

An example Home Learning schedule for a student in year 7 or 8 with specific days identified to complete Home Learning in each subject and regular time for KITE tasks and independent learning.

Year 7 and 8 Example Home Learning Schedule

Day	Mon A	Tue A	Wed A	Thur A	Fri A	Sat/Sun
Guided Independent Learning	English and Maths 2x10mins	Science, IT and DT 3x10mins	History and Geog. 2x10mins	RS and MFL 2x10mins	Art, Music and Drama 3x10mins	PE Review Qs from the weekly KITE test
Subject Specific HL	Complete subject specific home learning on the day set.					Complete any HL not done during the week
Other Activities		Music lesson		Rugby training		
Day	Mon B	Tue B	Wed B	Thur B	Fr B	Sat/Sun
Guided Independent Learning	English and Maths 2x10mins	Science, IT and DT 3x10mins	History and Geog. 2x10mins	RS and MFL 2x10mins	Art, Music and Drama 3x10mins	PE Review Qs from the weekly KITE test
Subject Specific HL	Complete subject specific home learning on the day set.					Complete any HL not done during the week
Other Activities		Music Lesson		Rugby training		

Opportunity

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Excellence

Achievement

Home Learning Schedule

An example Home Learning schedule for a student in year 9, 10 or 11 with specific days identified to complete Home Learning in each subject and regular time for KITE tasks and independent learning.

Example Home Learning Schedule for Years 9, 10 and 11

Day	Mon A	Tue A	Wed A	Thur A	Fri A	Sat/Sun
Guided Independent Learning	English 15 mins	Maths 15 mins	Science 15 mins	Option D 15mins	Review Qs from the weekly KITE test	Core PE (Physical Activity)
	Option A 15 mins	Option B 15 mins	Option C 15 mins	N/A		Complete any HL not done during the week
Subject Specific HL	Complete Subject Specific Home Learning on the day set.					
Other Activities	Football Training			Dance Academy		
Day	Mon B	Tue B	Wed B	Thur B	Fr B	Sat/Sun
Guided Independent Learning	English 15 mins	Maths 15 mins	Science 15 mins	Option D 15mins	Review Qs from the weekly KITE test	Core PE (Physical Activity)
	Option A 15 mins	Option B 15 mins	Option C 15 mins	N/A		Complete any HL not done during the week
Subject Specific HL	Complete Subject Specific Home Learning on the day set.					
Other Activities	Football Training			Dance Academy		

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Achievement

Recording Home Learning

Home Learning will be set by your teachers in lessons and will also be communicated to students (and parents) using epraise.

The epraise logo consists of the word 'epraise' in a white, lowercase, sans-serif font, centered within a solid blue rectangular box.

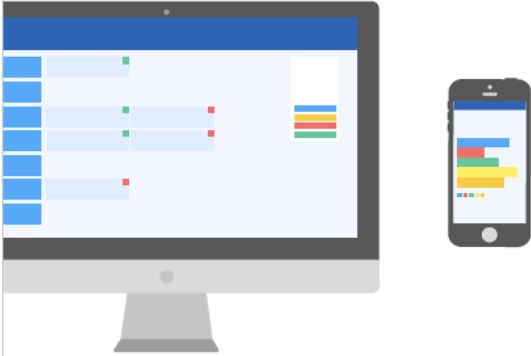
Students are expected to:

- Record any additional information about home learning in your KITE Learning Journal notes pages or subject exercise books
- Check epraise daily for Home Learning updates (using the planner or notification sections)
- Use epraise to record when Home Learning has been completed by clicking the 'done' tab next to the classnote on epraise.

Using epraise for Home Learning

ABOUT US

We're an online rewards and homework system based in the UK, working with schools around the world. Our system keeps track of all the great things that you do in and out of school to help recognise and celebrate your achievements.



GETTING STARTED...

Schools can log in to epraise in a variety of different ways. Your school will tell you how you can access your profile on epraise and give you a username and password.

1. Go to epraise.co.uk and click *Login*.
2. Search for your school on the list.
3. Make sure you're on the *Students* tab (if there is one).
4. Enter your username and password and hit *Login*.

FORGOTTEN PASSWORD

If you forget your password you will need to speak to a teacher at your school to get it reset.

CHANGE PASSWORD

Depending on your settings you may be able to change your password under *Me > Change Password*.

FEATURES

Epraise has loads of different features which your school can choose to use. They may not use all of them so don't worry if you can't see some of the things below.

THE DASHBOARD

Once you've logged in, the first page you'll see is the dashboard. This is an overview of everything that is going on around your school.

ME

Under the *Me* tab you can find your *Profile*. This is where you can see all the points you've been awarded and any digital badges you've achieved. You might also be able to see any grades or homework notes that have been shared with you too.

HOMEWORK ADD-ON

If your school has purchased the homework add-on you'll be able to see an option called *Planner* under the *Me* tab. You'll be able to view homework, mark it as completed and see any grades that have been given.

epraise.co.uk
The award winning school reward system

You can log into epraise from the quick links on the college website, or directly through the epraise website www.epraise.co.uk using your normal college username and password

You can also download the epraise app for apple and android phones.

There is also a parent app which parents can use to find out what Home Learning you have been set as well as any praise points, demerits, or sanctions you have received.



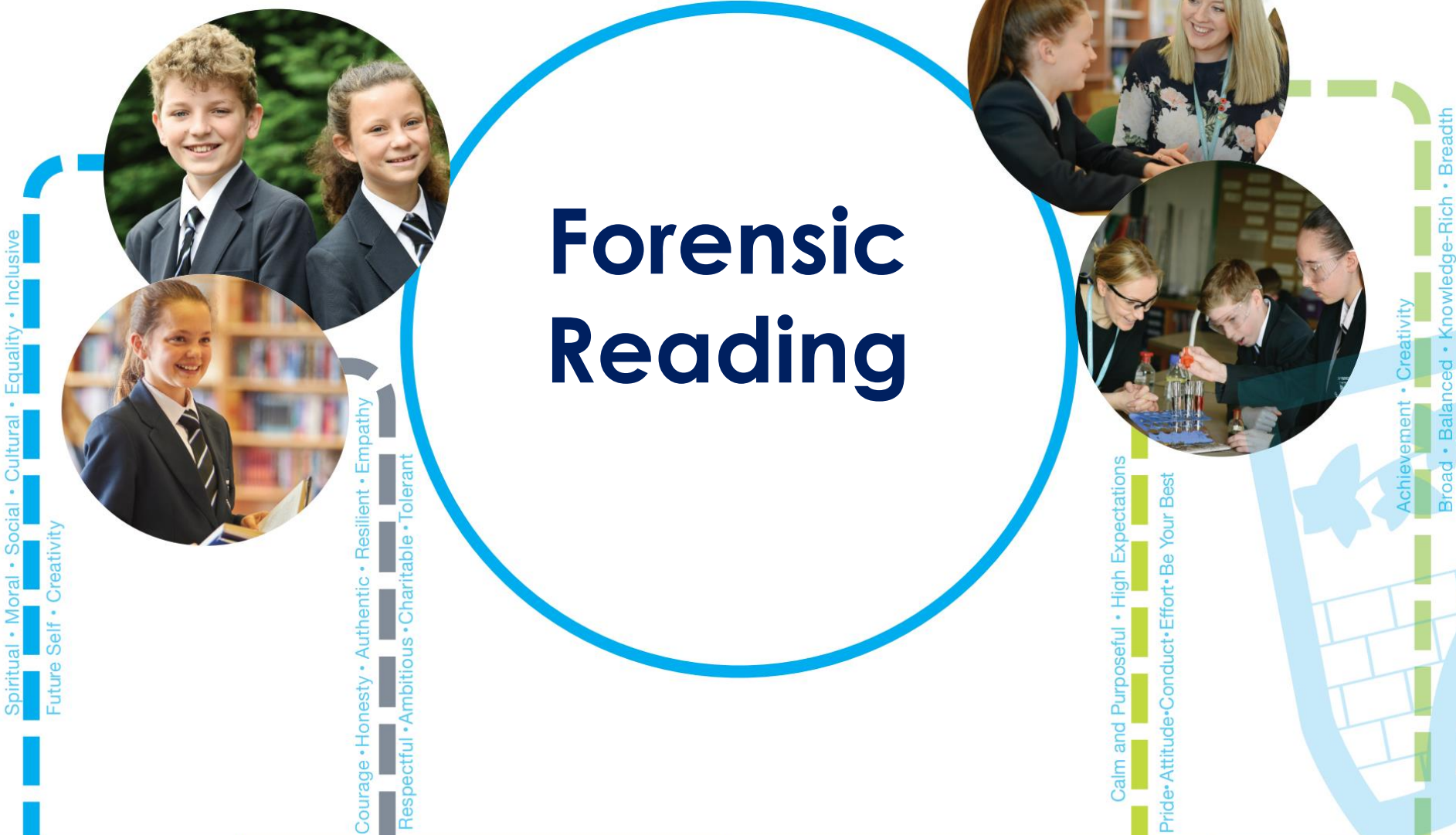
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The Ivybridge Way



The Ivybridge Way

Champion
Every Child

Character
Education

Excellent
Teaching

PACE

Forensic Reading

Opportunity

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Achievement

Forensic Reading

What is Forensic Reading?

Through **Forensic** Reading we want you to develop your enjoyment and confidence in reading. This will help you to relate texts to their place in the world.

Some of the main objectives of Forensic Reading are:

- Read for pleasure
- Develop intellectual curiosity
- Analyse language in high quality texts
- Develop **oracy**

Forensic (adjective)
relating to or denoting the application of analytical methods and techniques in investigations

Oracy (noun)
the ability to express oneself fluently and grammatically in speech.

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What are the Six Strands?

There are **six strands** that we will study each year:

- Women, Suffrage and Misogyny
- Fragile Earth
- Journeys and Futures
- The Spirit of Life
- The Plates of Global Power
- Secrets and Lies

The strands have been carefully planned to increase your **cultural capital** and enable you to **question the 'why'** in society and the world around you.

ICC will be starting the six strands in January 2021

Cultural Capital

the essential knowledge that children need to be educated citizens

What are the lessons like?

Each Forensic Reading strand begins by activating your **schema** – there will be an assortment of quotations, images, artwork and text to engage the student in the topic through asking the question ‘why’ in relation to the world they see around them.

A *central text* will be taught for each strand, chosen to *challenge* and **provoke**, to enable the student to ‘revel in the fascination of what is difficult’.

Multimedia is explored alongside the main text in order to provide the necessary cultural capital to access the deeper themes found within.

Schema (noun)
a mental concept that informs a person about what to expect from a variety of experiences and situations

Provoke (verb)
stimulate or give rise to (a reaction or emotion, typically a strong or unwelcome one) in someone.

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PACE at Ivybridge

Our Collective focus

- High Standards and Expectations to.....
- Support high quality teaching and learning
- Embed a positive community culture

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Character
Education

Calm and Purposeful • High Expectations

Pride • Attitude • Conduct • Effort • Be Your Best

Achievement • Creativity

Broad • Balanced • Knowledge-Rich • Breadth

Courage • Honesty • Authentic • Resilient • Empathy

Respectful • Ambitious • Capable • Tolerant

Spiritual • Moral • Social • Cultural • Equality • Inclusion

Future Self • Creativity

Opportunity

Endeavour

Excellence

Achievement

The Ivybridge Way

- Classroom expectations
- Out of class expectations
- Reset room replacing parking
- Centralised detentions

Spiritual • Moral • Social • Cultural • Quality • Inclusive
Future Self • Creativity

Courage • Honesty • Authentic • Resilient • Empathy
Respectful • Ambitious • Charitable • Perseverant

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 The Ivybridge Way		
Classroom		Out of Class
PRIDE	<ul style="list-style-type: none">• On time to lessons• Correct uniform• Super 7	<ul style="list-style-type: none">• Be responsible
ATTITUDE	<ul style="list-style-type: none">• Focus on your own work	<ul style="list-style-type: none">• Be safe
CONDUCT	<ul style="list-style-type: none">• Follow staff instructions first time	<ul style="list-style-type: none">• Follow staff instructions first time
EFFORT	<ul style="list-style-type: none">• No opt out• Respect others and the environment	<ul style="list-style-type: none">• Respect others and the environment
Opportunity • Endeavour • Excellence • Achievement		

The Ivybridge Way

Consequences

- Classroom, Out of classroom, Pride & Presentation

Classroom

Out of Class

Tutor time/Pride and Presentation

Not meeting expectations

Verbal warning

Verbal warning

Demerit/s

Reset

LCD

LCD

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Calend Purposeful • High Expectations

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Achievement • Creativity

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Reset Room

- Not meeting classroom expectations
- Opportunity to reflect
- Reset with the aim of returning to your lessons to continue to learn.
- Minimum of 3 blocks

Isolation Room

- For those that have not met the College Expectations.
- Medium to high level incidents
- An opportunity to reflect upon their actions

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KITE Booklet

- Equipment expectations (Super 7)
- Uniform expectations (Shoe/Hairstyles/Jewellery)

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Future Self • Creativity

Champion Every Child
Character Education

Courage • Honesty • Authentic • Resilient • Empathy
Respectful • Ambitious • Charitable • Tolerant

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SUPER 7



1. Blue/black pen
2. Purple pen
3. Pencil
4. Rubber
5. Ruler
6. Calculator
7. KITE booklet and reading book.

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Electronic Devices (Mobile phone, air pods, Ipods, MP3 players, headphones)	Jewellery
We see it We hear it You lose it	We see it You lose it
<p>1st occasion: Removed, placed in a bag, labelled with NAME and tutor group. Stored in the Key stage office Student can collect after 3.15pm</p>	<p>1st occasion: Removed, placed in a bag, labelled with NAME and tutor group. Stored in the Key stage office Student can collect after 3.15pm</p>
<p>2nd occasion: Removed and stored as above Parent/carers can collect after 3.15pm from Student Reception</p>	<p>2nd occasion: Removed and stored as above Student can collect at the end of the week after 3.15pm</p>
	<p>3rd occasion: Removed and stored as above Parent/carers can collect after 3.15pm from Student Reception</p>

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Tutor Routine

- Threshold Every Child
- Pride & Presentation checks: Uniform, Super 7, lateness
- Register alongside;
- Silent starter- Bulletin, KITE quiz etc

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Future Self • Creativity

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Every Child
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Education

Courage • Honest • Authentic • Resilient • Empathy
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Excellent
Teaching

PACE

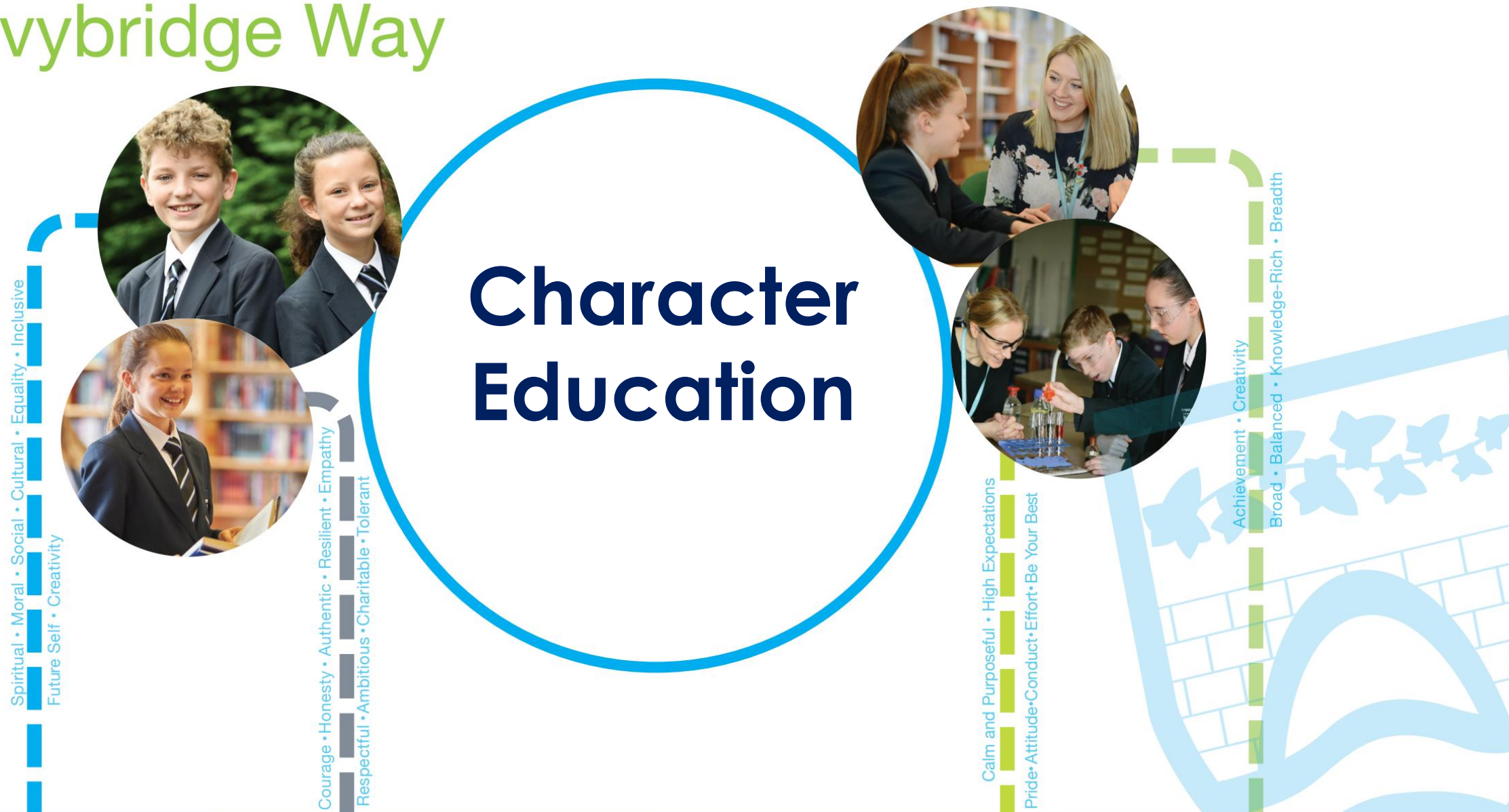
Calm and Purposeful • High Expectations

Pride • Attitude • Conduct • Effort • Be Your Best

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The Ivybridge Way



Character Education

Spiritual • Moral • Social • Cultural • Equality • Inclusive
Future Self • Creativity

Courage • Honesty • Authentic • Resilient • Empathy
Respectful • Ambitious • Charitable • Tolerant

Calm and Purposeful • High Expectations
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Character Virtues at Ivybridge Community College

Character
Education



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C	ourage	The ability to do something that frightens you, showing strength in face of fear (<i>root- cor- Latin for heart</i>)
H	onest	To be truthful (<i>root- honestus- Latin for honourable/respected</i>)
A	uthentic	Original and genuine- not copied or false
R	espect	Politeness and care shown towards others and the environment- treating others as you wish to be treated.
A	mbition	Strong desire/determination to achieve success (<i>root- ambitio- Latin for 'go around'- which politicians had to do in Anc. Rome</i>)
C	harity	The voluntary act of giving help or money to those in need
T	olerance	Willingness to accept the existence of opinions or behaviour that one dislikes or disagrees with- without discrimination
E	mpathy	The ability to understand and share the feelings of another- to put yourself in their shoes
R	esilience	The ability to recover quickly from difficulties; toughness (<i>root- resiliens- Latin- to bounce back</i>)

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We look forward to
welcoming you all back on
Monday

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