

# The Ivybridge Way



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

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

## Parent Forum

Tuesday, 13 October  
2020



Calm and Purposeful • High Expectations  
Pride • Attitude • Conduct • Effort • Be Your Best

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

Opportunity

Endeavour

Excellence

Achievement

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Welcome and Introduction	Amy Pearce Assistant Principal
Safeguarding Introduction	Nina Kyprianidis Deputy Principal
Relationships and Sex Education Q & A – Main Room	Helen Ryder Wellbeing Lead and Head of Human Science
Home Learning – Breakout Room 1	Kelly Olive Deputy Principal
Remote Learning and Tiers – Breakout Room 2	Sarah Broom Associate Leader
Brief feedback to the group	Amy Pearce Assistant Principal

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**Nina Kyprianidis** – Deputy Principal and Designated Safeguarding Lead.



The safeguarding team – all wear yellow lanyards.

Concerned about a child but not at immediate or imminent risk of harm ?  
[safeguarding@Ivybridge.devon.sch.uk](mailto:safeguarding@Ivybridge.devon.sch.uk)

Serious concern? Immediate risk to a child?  
Call the police on 999.

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## Relationships and Sex Education Q & A

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Dear Parents and Carers,

You will be aware that, as a part of your child's educational experience at Ivybridge Community College, we aim to promote personal wellbeing and development through a comprehensive taught programme of Citizenship, Personal, Social, Health and Economic (CPSHE) education. This gives young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future. I am writing to let you know that this will now include a new statutory element focusing on Relationships and Sex Education (RSE).

Lessons across all Key Stages will include students learning about;

Healthy and unhealthy relationships, different types of families, managing online relationships, menstruation and puberty, self-esteem and romance, consent, contraception, managing conflict, sexual orientation and gender identity, marriage and divorce, sexually transmitted infections, sharing explicit images ('sexting'), the effects of pornography on relationship expectations, body image and gender stereotyping, parenting skills, relationship myths, relationship/ domestic abuse, forced marriage. Importantly, all of the lessons will be pitched at an age sensitive level.

This is part of Ivybridge's CPSHE education programme which is taught throughout the College in every year group and is monitored and reviewed regularly by myself and my team and governing body. For more detail about our CPSHE curriculum offer, please visit the school's website: (insert link to curriculum information here). All teaching in CPSHE will take place in a safe learning environment and be underpinned by our character virtues. Every opportunity will be provided for students to ask questions in order to prepare them for relationships and indeed life in the modern world.

We would also like to invite you to attend a future Parent Forum consultation to find out more about what your child will learn and discover how you can best support your child to discuss these topics at home. As a school community, we are committed to working in partnership with parents. If you would like to find out more or discuss any concerns, please come to the Parent Forum (dates of which can be found on the College website).

Yours sincerely,

Helen Ryder

Head of Human Sciences and CPSHE, Designated Wellbeing lead



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## Relationships and Sex Education Q & A

### Parent PSHE/RSE feedback

Year group of your child (please tick): 10 ☐ 11 ☐ 12 ☐ 13 ☐

<i>Please tick a box on each line to show how much you agree or disagree with each statement</i>	Strongly agree	Agree	Disagree	Strongly disagree
I am aware of the topics covered by PSHE sessions at the UTC				
I think PSHE education is an important part of the school curriculum				
PSHE topics taught in school can make a real difference to young people's lives				
I understand and agree with the content of the UTC PSHE/RSE policy				
I feel happy to talk with my child about growing up, sex and relationships				
I feel confident that I can talk with my child about issues that affect them around relationships and sex.				

Has your child ever talked to you about something they learnt at school to do with growing up, sex and relationships?

Would you like more support to help you talk to your child about sex and relationships issues at home?

Do you have any further feedback you would like give regarding PSHE/RSE delivery?

Name: (optional)

Parent of:

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## Home Learning

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## Home Learning

### The journey:

- Moved away from **number of pieces set** to a **time allocation**, so more manageable for the students.
- **No rigid timetable** for specific days/subjects to account for two week timetable and effective time management.
- All Home Learning is now set on **epraise**.
- Teachers record **submission/completion on epraise**.
- Introduction of a compulsory Home Learning linked to the **KITE programme/Self-Testing Toolkit**.

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## Home Learning

### Hattie on homework

Difference = 0.29

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BUT  $d = 0.15$  in primary (low) and **0.64 (high) in secondary**  
Effect size depends on nature of the task, supervision, age of students.

**The more specific and precise** the task is, the more likely it is to make an impact for all learners.

Homework that is more open, more complex is more appropriate for higher attaining and older students

Access to supervision is key if students are likely to struggle.

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## Home Learning

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

- To provide opportunities for students to **explore and develop their subject passions**.
- To support student endeavour through establishing routine **independent learning habits**.
- 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**.

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## 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.

Students will be taught specific strategies from the Self-Testing Tool Kit to be used during their guided Independent Learning time, to support the learning of core knowledge from the KITE Learning Journal.

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# –Home Learning Programme–

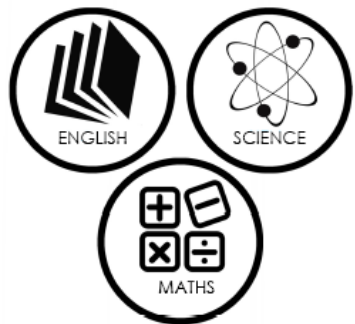
## Years 7 and 8

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:

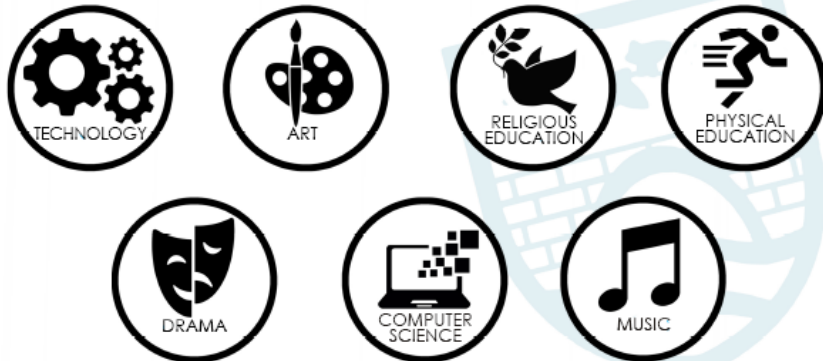
1 hour subject specific and  
20 minutes Independent Learning  
[KITE booklets]



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



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

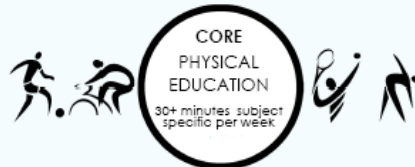
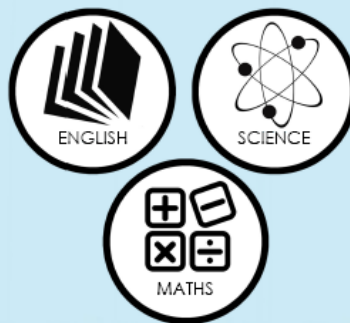


# –Home Learning Programme–

## Years 9,10 and 11

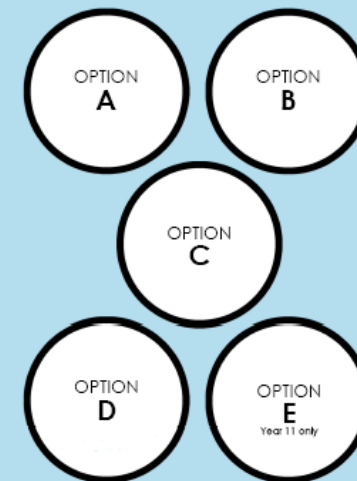
### CORE SUBJECTS

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



### 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

We use an online platform called epraise to communicate information about Home Learning.

Students and parents/carers can log-in to epraise from home.

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## Home Learning Sanctions

**First** Home Learning not completed:

**Teacher/student conversation** to reiterate the importance of completing the work.

**Followed by:** You must now hand in the work on...

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## Home Learning Sanctions

**Still incomplete or **second** Home Learning not completed:**

**Further conversation between teacher/student to reiterate the importance of completing the work.**

**Followed by:** a teacher phone call or email home – added to epraise.

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## Home Learning Sanctions

**Still incomplete/persistent failure** to complete Home Learning (same piece or three pieces not done):

**Phone call or email** home from Head of Department

**Followed by:** a Friday After College Detention (90 minutes) in Year Group bubble. Student completes missing piece of work or different subject work set.

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## Home Learning Sanctions

### Key differences

- **No de-merits** being issued.
- Conversations between teacher/student about the importance of Home Learning.
- **Improved communication with parents/carers** regarding the Home Learning requirements/missed deadlines.
- Use of an **After College Detention**.

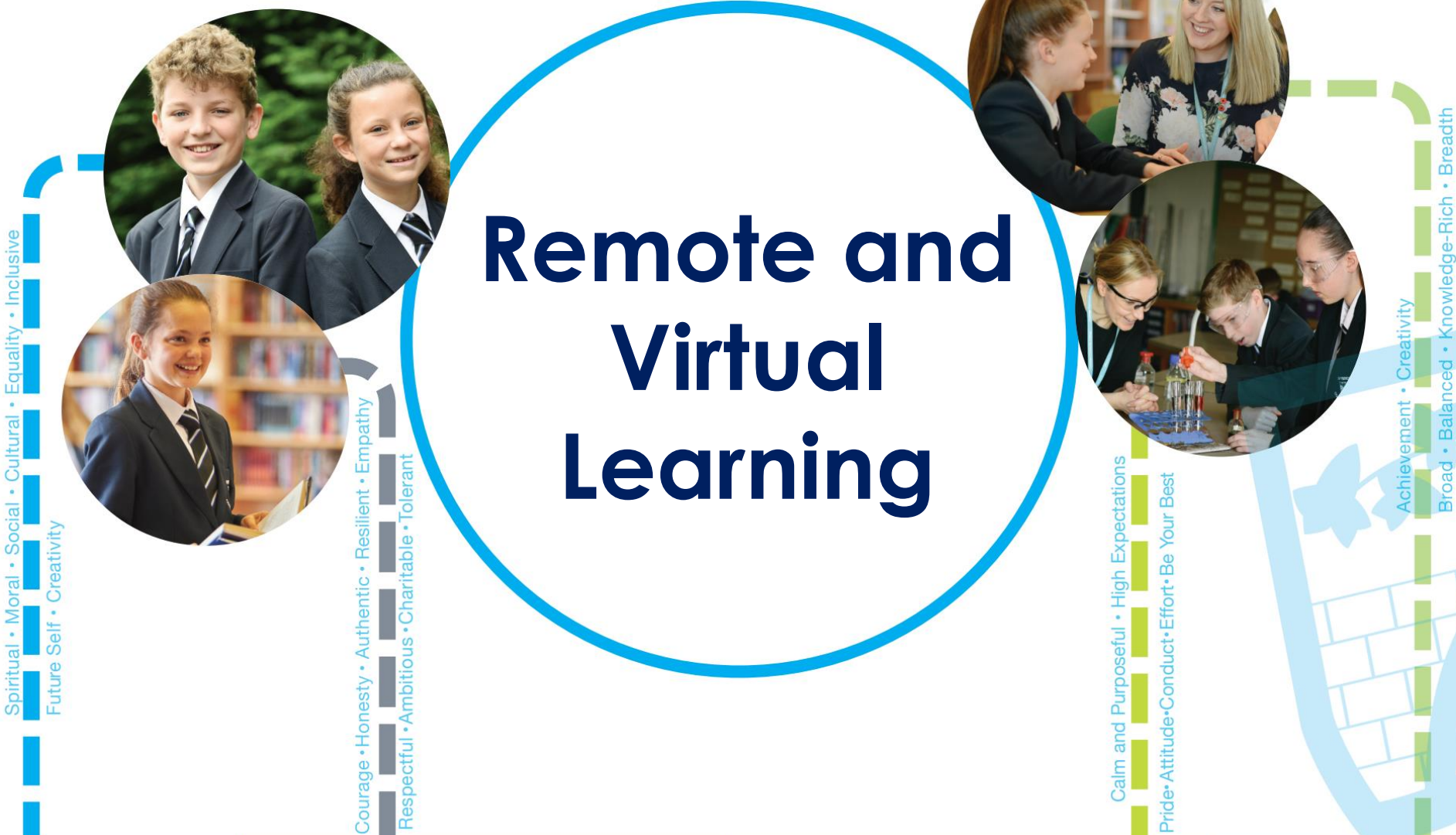
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## Remote and Virtual Learning

- **Remote Learning:** A programme of high quality teaching and learning instruction and subject resources to be accessed away from College.
- **Virtual Learning:** A programme of recorded and live lessons, seminars and lectures delivered by subject specialists to support Remote Learning.
- **Blended Learning:** Use of remote and virtual learning technologies integrated with face-to-face learning to provide an enhanced learning experience for our students.

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## Remote and Virtual Learning

- **Microsoft Teams** is our common online platform and virtual classroom.
- Quick link to **'Folder'** through **'My Files'** on the College website to access student documents and resources.
- **Epraise** to support communication of Home Learning, rewards sanctions, and interventions.
- **Subject specific** websites and online learning platforms such as Sparx, Bedrock, Seneca Learn and Kerboodle.

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## Remote Learning at Ivybridge Community College: Microsoft Teams

### Using Microsoft Teams for Remote Learning:

#### Core functions:

- Using and managing **class Teams page** (including file sharing and use of channels)
- Scheduling and delivering **live lessons**
- Using the '**Assignments**' app to set student work
- Using the '**Grades**' app to mark, record and provide feedback on student work
- Using the '**Class notebook**' function as a virtual student exercise book

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## Blended Learning at Ivybridge Community College: Microsoft Teams

Utilising Microsoft Teams for **enhancing Teaching and Learning** within the 'new normal'

- **Setting classwork/ Home Learning** and uploading resources/ support materials.
- Uploading student **narrated PowerPoints or Streams videos**.
- **Student hand-in** and **teacher marking** classwork/Home Learning.
- **Self-marking quizzes** using Microsoft Forms to test **KITE/subject knowledge**.
- Small group/ 1:1 **student mentoring**/seminars
- Student surveys/**student voice**
- Providing **enrichment activities** and opportunities

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## Remote Learning: Tiers of Intervention

Tiers of intervention for educational settings:

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

### Full-time provision for priority students

Children of critical workers and vulnerable children and young people (including those not able to engage with Remote Learning) will be expected to be able to access full-time on-site provision at all tiers of restriction.

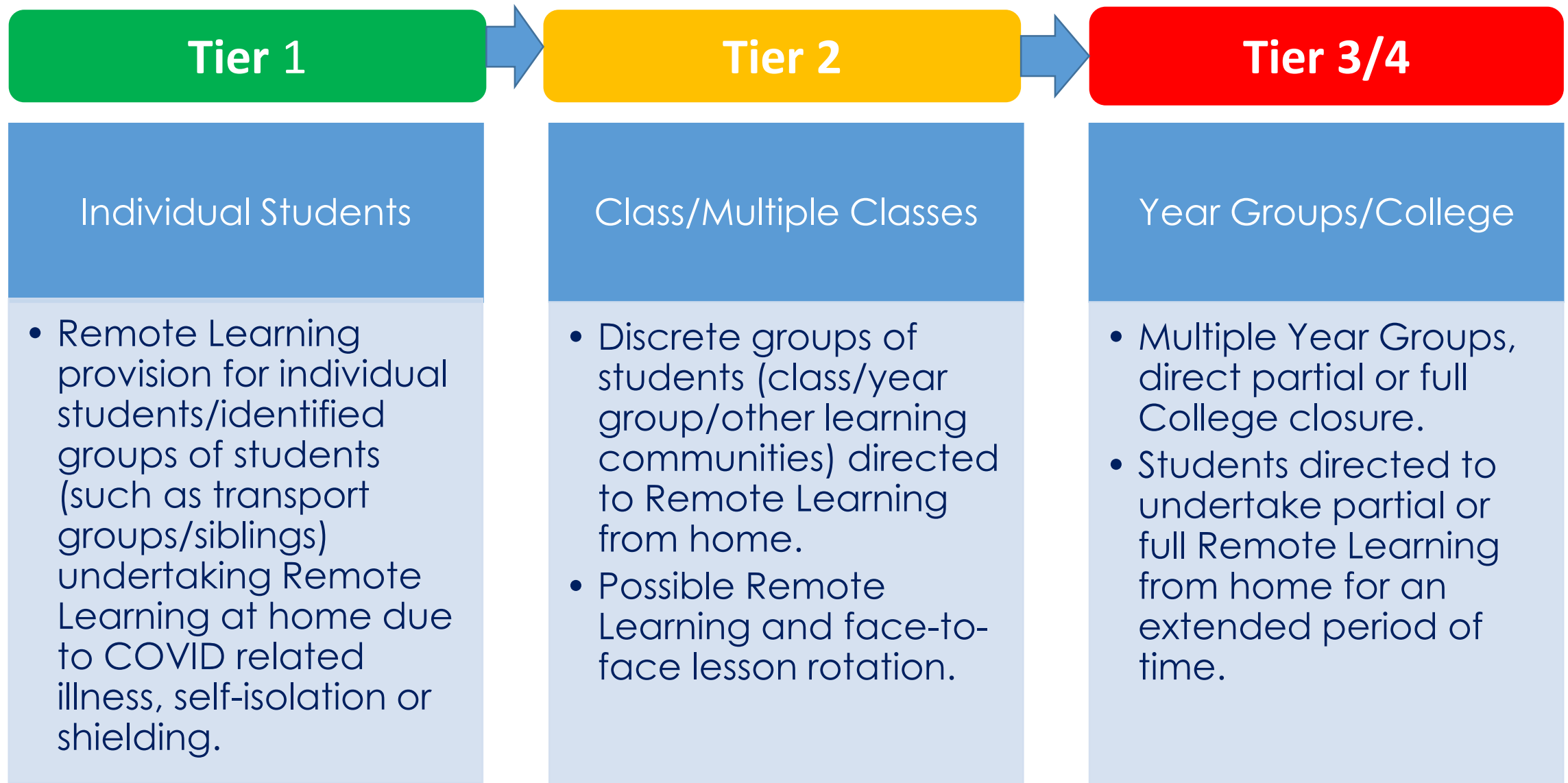
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# Tiers of Remote Learning



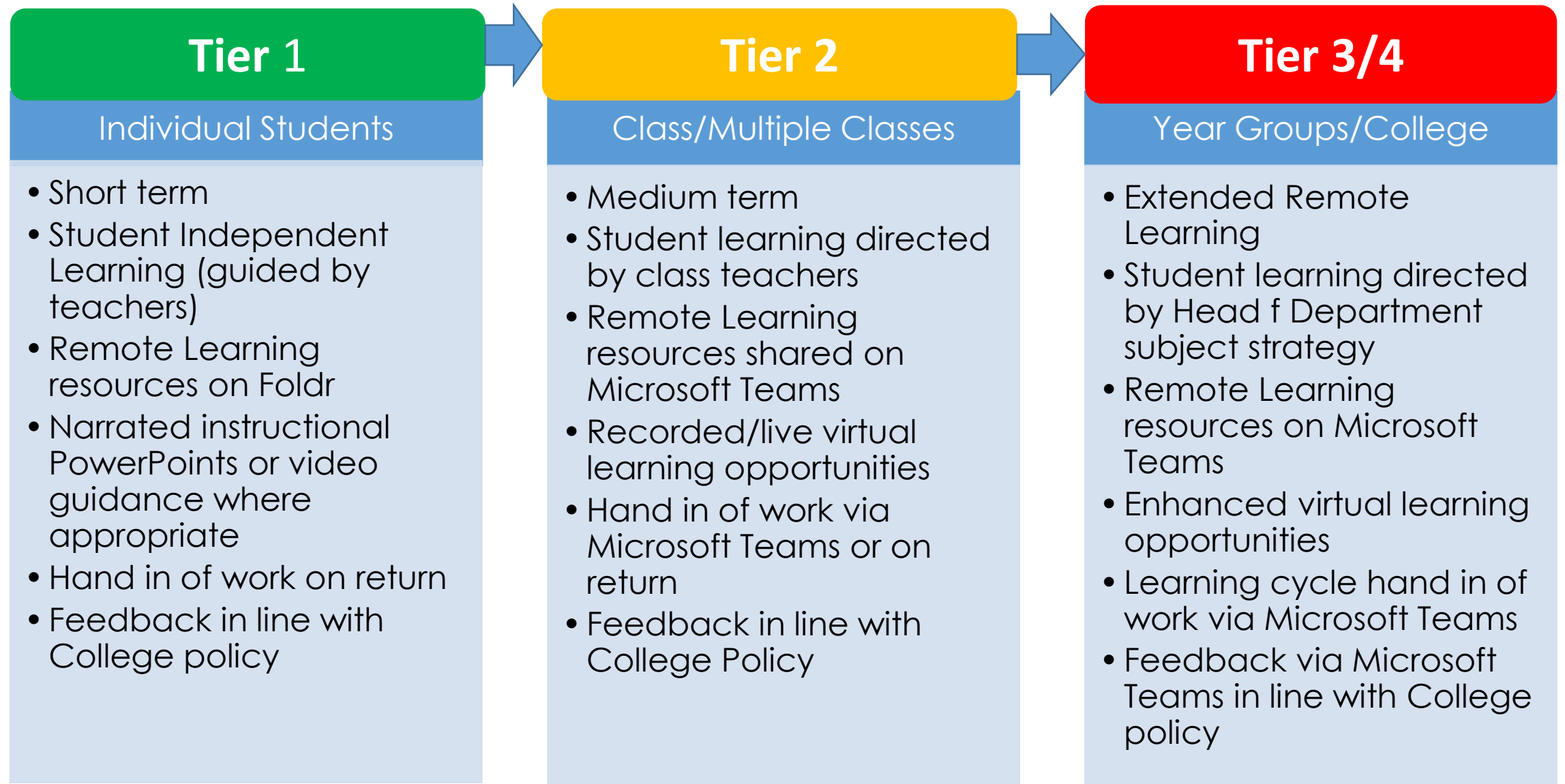
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# Provision of Remote Learning



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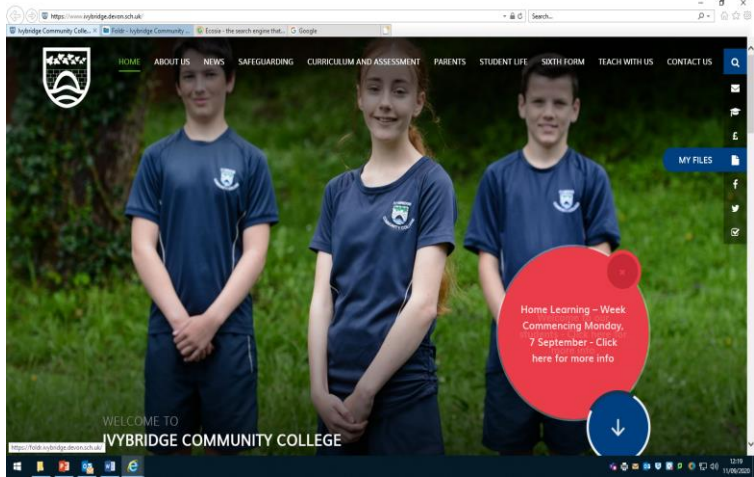
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## Tier 1 Remote Learning

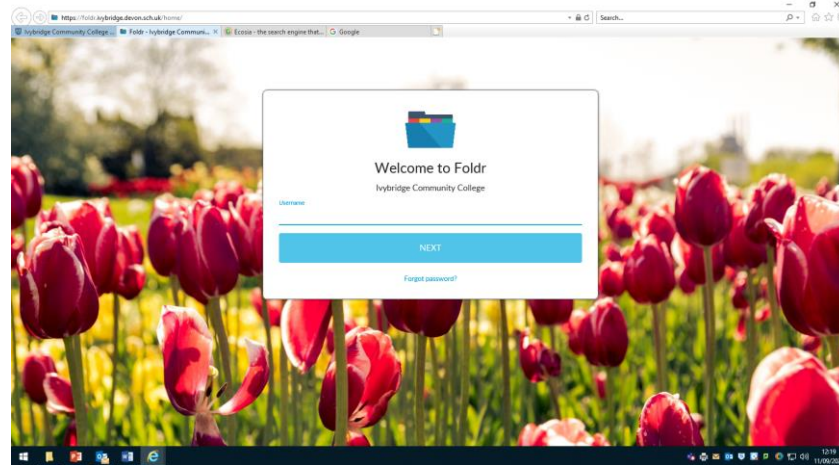
Students will be given access to the Remote Learning Pathway through **Foldr** which is accessed through the **Quick Links** on the College website

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Students can log in to Foldr (My Files) from the Quick Links on the College website.



Log in using usual College username and password.

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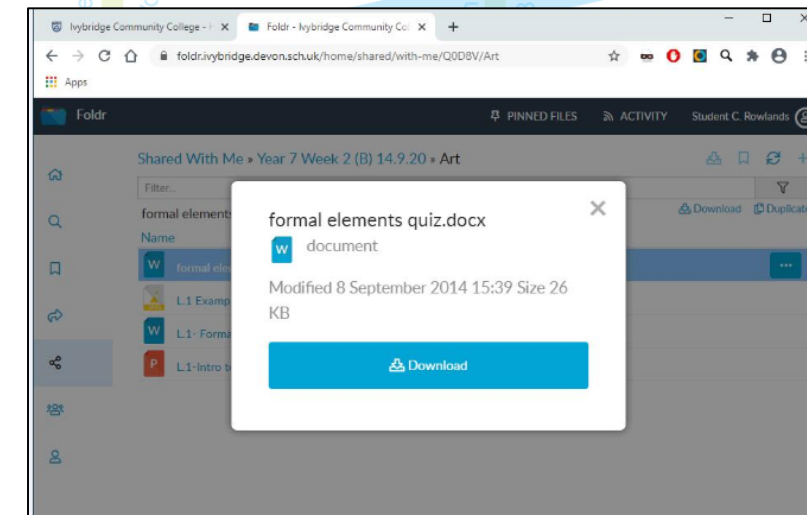
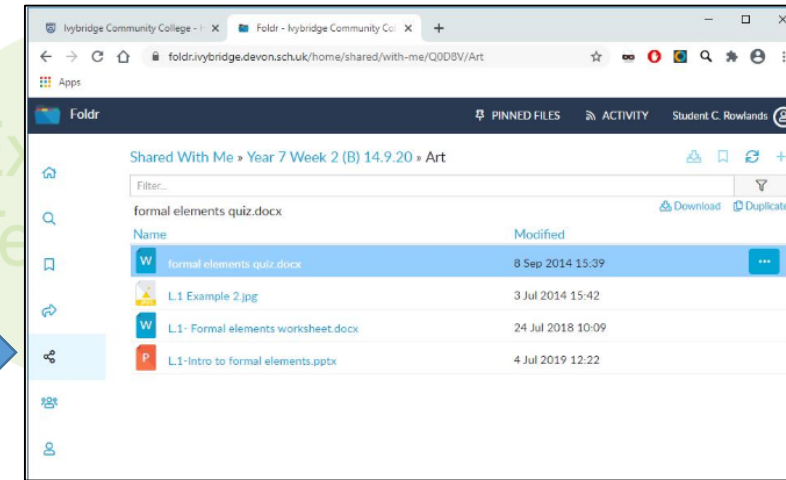
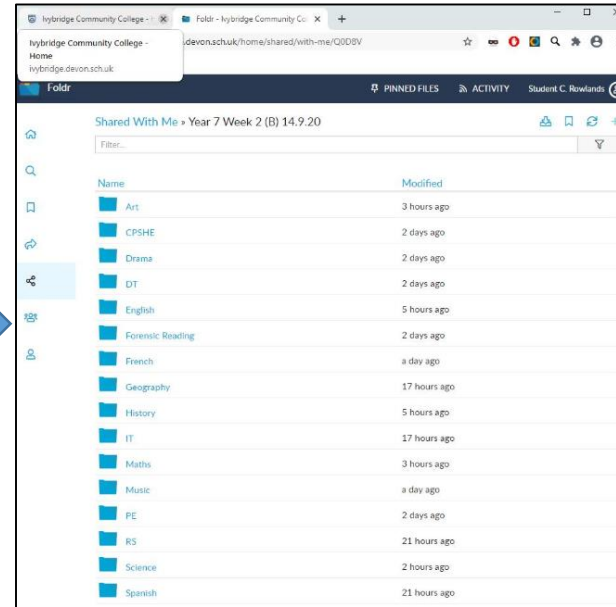
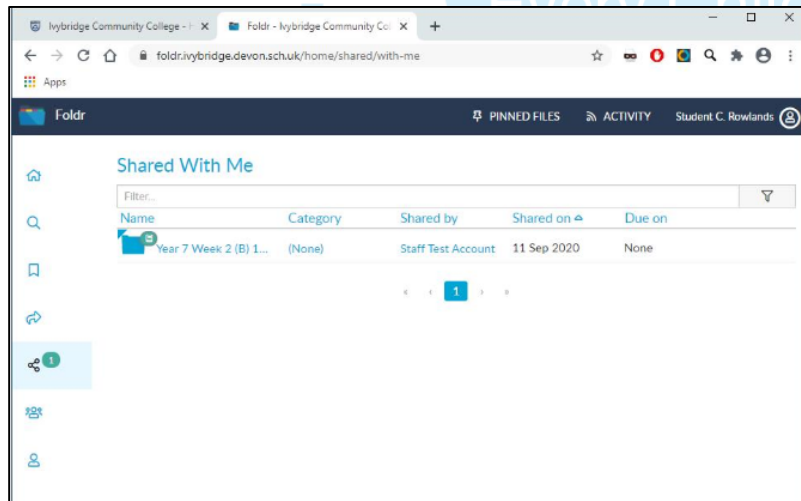
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## How to access the Remote Learning



1. Click on the 'shared with me' icon (3 dots) and then the folder Year x Remote Learning week and date

2. Click on the subject

3. Click on the file you want to open

4. Click 'Download'

Direct link: <https://foldr.ivybridge.devon.sch.uk/home/shared/with-me>

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## Completing Remote Learning

1. When students are **first absent** they should use the **Self-Testing Toolkit** to continue to learn and test themselves on the **core subject knowledge** in their **KITE Learning Journal**.
2. If students are likely to be absent for a **short period of time** (less than a week) they should **prioritise the completion of the Remote Learning** according to the order of subjects on their timetable.
3. If students are absent for an extended period of time (a week or more) they should try to **complete all the Remote Learning for the subjects they study**.

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## Completing Remote Learning

- Remote Learning should take **at least 50%** of weekly timetabled lesson time.
- **Core tasks that must be completed** and additional extension 'Stretch it' tasks.
- **Prioritise subjects** according to timetable and length of absence.
- **Home Learning** set on **epraise** should also be completed.
- Independent Learning using the **Self-Testing Toolkit** and **KITE Learning Journal**.
- **English and Mathematics extension tasks** from the Oak National Academy.

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## Supporting students with Remote Learning

- Remote Learning instruction/guidance email.
- Student narrated instruction/guidance PowerPoint.
- Remote Learning guidance documents on College website.
- Initial phone call from Pastoral Team.
- Follow up phone call/email if extended absence.
- Remote Learning feedback survey.
- For subject specific support please email the **class teacher** or the **named subject teacher** on the subject Remote Learning instructions.
- For general enquires about Remote Learning please email [YearXSupport@Ivybridge.devon.sch.uk](mailto:YearXSupport@Ivybridge.devon.sch.uk)
- If you require support with the use of ICT or accessing the online resources, please contact [ICTsupport@Ivybridge.devon.sch.uk](mailto:ICTsupport@Ivybridge.devon.sch.uk)

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# Remote Learning: Student Expectations

## Ivybridge Community College Remote Learning Policy: Teaching and Learning Strategy

### Level 1: Remote Learning Provision for Individual Students

	College Actions	Student Actions	Parent Actions
Level: Remote Learning provision for individual students/small groups of students (such as transport groups/siblings) undertaking Remote Learning at home due to COVID related illness, self-isolation or shielding.	<p><b>Ensure students know what books and resources they need</b> to be able to successfully complete any Remote Learning.</p> <p><b>Provide high quality Remote Learning</b> resources and guidance through <b>Foldr</b>, following the College curriculum.</p> <p>Pastoral Team to <b>contact parent/carer and/or student</b> if extended absence to check student wellbeing and learning.</p> <p><b>Monitor the completion of Remote Learning</b> and submission to class teachers on student return to College.</p> <p><b>Provide student feedback</b> in line with the College Feedback Policy on student return to College where appropriate.</p> <p><b>Provide additional in-class support</b> with learning where needed on student return to College.</p> <p>Continue to <b>set routine Home Learning on epraise</b> where lessons are running as timetabled according to the College Home Learning Policy.</p>	<p>Where possible ensure that you <b>have all the books and resources</b> you need to complete your Remote Learning successfully.</p> <p>Make sure you can access and <b>complete your Remote Learning</b> using <b>Foldr</b> and any <b>subject specific websites</b>.</p> <p><b>Email your Tutor or class teachers</b> if you require additional support with your Remote Learning.</p> <p><b>Submit your completed Remote Learning work</b> to your class teachers <b>on return to College</b> or as instructed by your teachers.</p> <p>Act on any feedback given to <b>improve your work</b> completed during Remote Learning and any future work.</p> <p><b>Engage with any additional support</b> provided by your teachers on your return to College.</p> <p><b>Use epraise to access your Home Learning and KITE work</b> and complete for all of your subjects where lessons are running as timetabled.</p>	<p>Where possible <b>ensure that your child has all their books and resources</b> needed to complete their Remote Learning successfully.</p> <p><b>Support your child with accessing and completing the Remote Learning</b> curriculum through <b>Foldr</b>.</p> <p><b>Encourage your child to make email contact</b> with their Tutor or class teachers if additional support is required with Remote Learning.</p> <p><b>Support your child to submit their Remote Learning work</b> to their class teachers on return to College, or as directed by their teachers.</p> <p><b>Encourage your child to act on any feedback</b> given to improve their work completed during Remote Learning and any future work.</p> <p><b>Encourage your child to engage with any additional support</b> provided on their return to College.</p> <p>Use the <b>epraise parent login</b> to support your child with any <b>routine Home Learning</b> (homework) set by class teachers where in-school lessons are running as timetabled.</p>

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## Remote Learning Guidance

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The screenshot shows the Ivybridge Community College website. The header includes a navigation menu with links: HOME, ABOUT US, NEWS, SAFEGUARDING, CURRICULUM AND ASSESSMENT, PARENTS, STUDENT LIFE, SIXTH FORM, TEACH WITH US, and CONTACT US. The main content area features a large image of two students in school uniforms. Below the image is the title "Remote Learning (Out of College)" and a sub-header "Remote Learning". The text describes the college's commitment to ensuring continuity of education for students returning to school after a period of remote learning. A green sidebar menu on the right lists various resources: CURRICULUM OVERVIEW, FORENSIC READING, KITE PROGRAMME, SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT, THE IVYBRIDGE LEARNING STRATEGY, EPRAISE, EXAMINATIONS AND REVISION GUIDANCE, HOME LEARNING, REMOTE LEARNING (OUT OF COLLEGE), STUDENT ASSESSMENT GUIDE, SUPPORT EVENINGS, SUPPORTING MY CHILD'S LEARNING, THE SELF-TESTING TOOLKIT, and YEAR 8 TO YEAR 9 OPTIONS. The footer of the website shows the date 22-44 12/10/2020.

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## Remote Learning: Parent Feedback

### Tier 1:

- Have any of your children required access to Tier 1 Remote Learning? If so please feed back on the process and amount and quality of work set.
- To what extent do you want information about your child's COVID related absence to be shared with their teachers?

### Considering a potential Tier 2 or 3 scenario:

- How many hours of Remote Learning are manageable for students to complete at home?
- How many hours of live/pre-recorded lessons would you like your child to have access to per week?
- What were the main barriers to engaging with Remote Learning during the previous full College closure?
- What additional information/support do you need as parents/carers to support student completion of Remote Learning in any future College closure?

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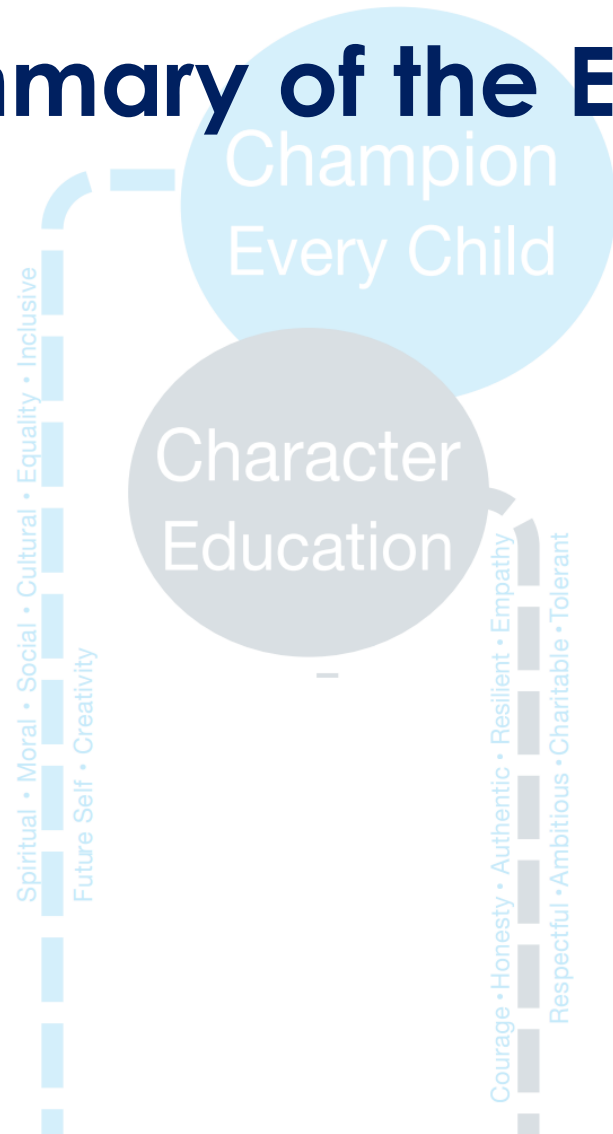
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## Summary of the Evening

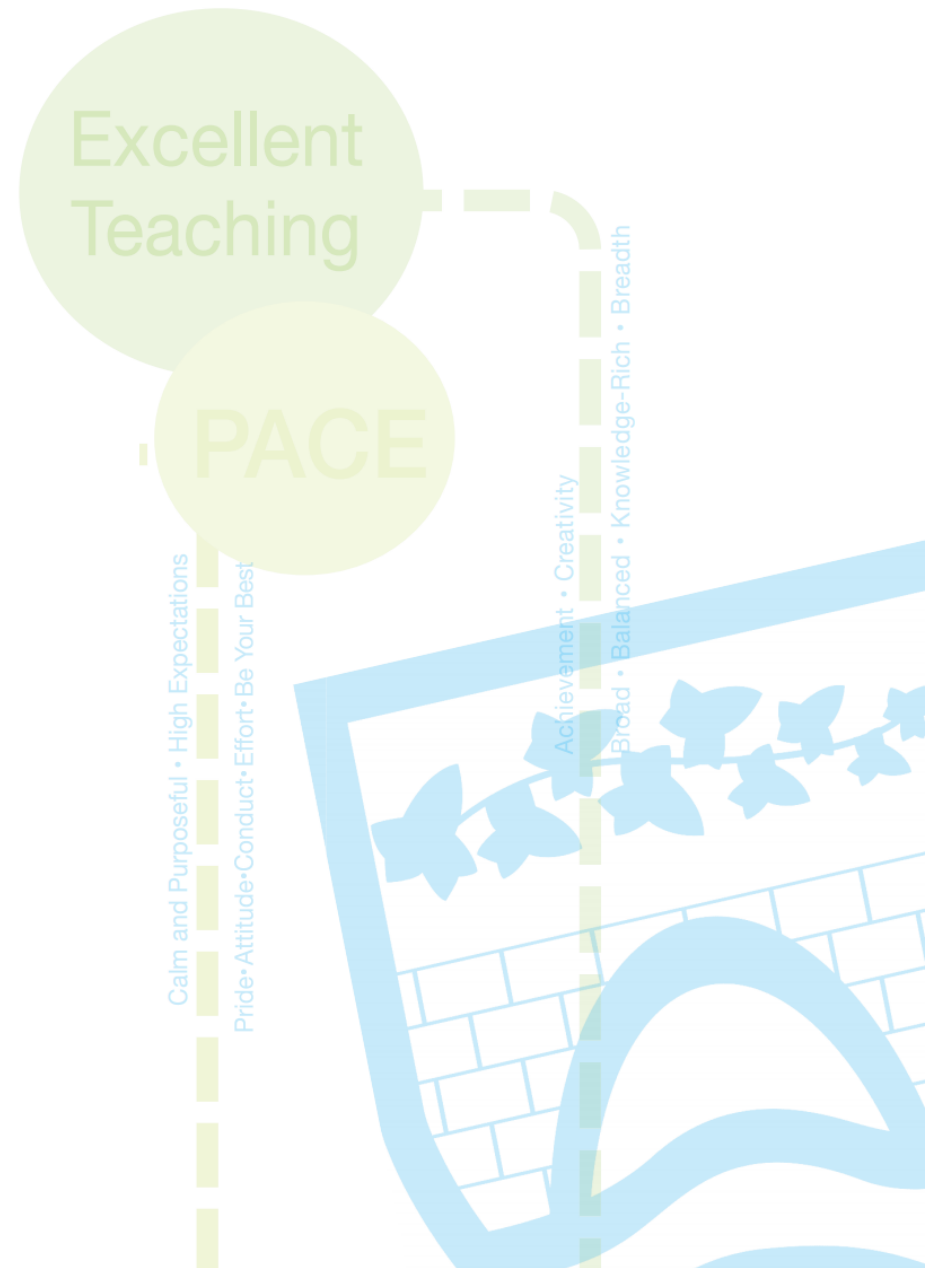


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**Thank you**

**Parent Meet**  
Tuesday, 17 November

**Parent Forum**  
Tuesday, 8 December

Forensic Reading



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