

IVYBRIDGE COMMUNITY COLLEGE

CURRICULUM POLICY

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This policy will be reviewed annually by the College	Next review September 2023

Mission Statement

“At Ivybridge Community College, it is our mission that all learners have access to a high quality, relevant and challenging curriculum. Learners experience a broad and balanced curriculum that promotes intellectual curiosity and prepares them for the future.”

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 2030 will be very different to the world of today.
- The pace of change is increasing, hence the importance for flexibility.
- Young people have and will have increasingly, greater access to information and learning material independently of College.
- Curriculum delivery should involve the use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.
- Student experience at College should go far beyond the rigour of academic subjects; learning through enrichment opportunities should be at the core.

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

- Have students at its heart, putting their interests above those of the institution.
- Have a curriculum that is fit for purpose, offering scaffolding, adaptation 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.

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1. Curriculum Aims

Our aim is to deliver a coherent curriculum that inspires and builds on developing learners' knowledge and skills, helping them to all become successful learners, confident individuals and responsible citizens. The curriculum embraces creativity alongside a mix of more traditional subjects, blended with extensive extra-curricular enrichment opportunities, and places a high value on students' spiritual, moral, cultural, mental and physical development, living out The Ivybridge Way.

Specifically, the curriculum should help young people to:

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

2. The Curriculum Outcomes

Ivybridge Community College's curriculum will:

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

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- Help students understand the world in which they live.
- Develop a specific curriculum for Key Stage 3 (Years 7 and 8) which is broad and balanced and develops the skills required for Key Stage 4.
- Design a Key Stage 4 curriculum which meets the needs of students, parents and wider society.
- Design a Post-16 curriculum which provides academic and vocational Level 3 qualifications.
- Design a post-16 curriculum which is based on the needs and wishes of the students, parents and the wider community.
- Be the result of rich, carefully sequenced curriculum planning across all key stages.
- Be developed in collaboration with other schools across the Trust.

3. Building an Ambitious Curriculum

We have four moral arguments for our ambitious curriculum:

- **Cognitive**
If we can give pupils an education that is rich with well-chosen knowledge, we can help them to become better thinkers, problem solvers, and future learners with all the benefits these attributes bring.
- **Socioeconomic**
Pupils who have studied a strong curriculum will be better equipped to gain excellent qualifications, pursue careers that demand such qualifications, and access the socioeconomic rewards of these careers.
- **Democratic**
Pupils who have studied a powerful curriculum will be better equipped to read and understand news and commentary, to question and challenge ideas, and to participate in a healthy democracy. Democracy depends on the populace being well-educated to keep a check on threats such as fake news, propaganda and extremism.
- **Intellectual**
It should be the social entitlement of every child, from every household and every background to learn about the best of what has been thought and said and to have such knowledge passed on so that the fires are burning brightly for them when it is their turn.

4. Roles and Responsibilities

The Principal will ensure that:

- All statutory elements of the curriculum, and those subjects which the College chooses to offer, have aims and objectives which reflect the aims of the academy and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed annually.
- Where appropriate, the individual needs of some students are met by

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permanent or temporary disapplication from the national curriculum.

- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- Those in Governance are kept informed of school-wide and trust curriculum decisions.

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

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

Heads of Department and Subject Leaders will ensure that:

- Long term planning is in place for all courses. Such schemes of learning will be designed and contain curriculum detail on: context, expectations, core knowledge, disciplinary knowledge, hinterland knowledge, key vocabulary, disciplinary reading, learning activities and resources.
- Bespoke exercise books and/or resources are developed and designed as key resource to deliver the curriculum.
- There is consistency in terms of curriculum delivery.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment. Assessment is used to inform curriculum design and delivery.
- They keep the appropriate line manager informed of proposed changes to curriculum delivery.
- All relevant information/data is shared with the SIMS team. This includes meeting deadlines related to exam entries etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee Continuing Professional Development needs with regard to curriculum planning and delivery within their area of responsibility.
- Collaboration with other Heads of Department across WeST is prioritised.

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Teaching staff and learning support staff will:

- Ensure that the curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Engage in wider reading and research within their subject, as minimum, what is directed by their Head of Department or the Senior Leadership Team.
- Have access to, and be able to interpret, data from class dashboards on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

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

Parents and carers will:

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

5. Monitoring, Evaluation and Review

Those in Governance will receive an annual report from the Principal on:

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

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Those in Governance will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the College.

Key Stage 3 (from Sep 2022)

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

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

In Year 7 and 8, on a fortnightly timetable, the hours comprise:

Subject	One-hour lessons per fortnight
English	7
Mathematics	7
Science	7
Physical Education	4
Design Technology	2
MFL – French or Spanish	5
Art	2
Drama	2
Music	2
ICT	1
RE	2
History	4
Geography	4
CPSHE	1

In addition to this, students will have a Tutor block for 25 minutes each day and a weekly 1 hour CPSHE lesson which follow a prescribed programme of activities and themes on a rolling timetable to harness spiritual, moral, cultural, mental and physical development.

Notes:

Design Technology

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

Setting Structure

Each year group is sub-divided into 4 populations. These populations are reorganised at the end of each year to allow students to meet and work with a wider group of peers. Students are set in some subjects in Year 7 and 8 based upon their ability and other

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subjects are taught in mixed ability sets. Ability setting (where appropriate) 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.

Key Stage 4 (final cohort on this model will complete Year 11 in 2025)

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

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

Students follow a 9 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: Year 9 and 10	One-hour lessons per fortnight: Year 11
English	8	8
Mathematics	8	8
Biology	3	3
Chemistry	3	3
Physics	3	3
Physical Education	3	4
RE	Via CPSHE	Via CPSHE
Option 1	5	5
Option 2	5	5
Option 3	5	5
Option 4	5	5
Forensic Reading	1	0

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

In addition to this, students will have a Tutor block for 25 minutes each day and a fortnightly 1 hour CPSHE lesson which follow a prescribed programme of activities and themes on a rolling timetable to harness spiritual, moral, cultural, mental and physical development.

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From Sep 2023, the College will be moving to a three-year Key Stage 3 model, where students make their option choices in Year 9. All schools across the Trust will follow a three-year key Stage 3. This means that students will be learning a broad range of subjects for as long as possible before specialising.

From Sep 2023, the Year 9 Curriculum will comprise:

Subject	One-hour lessons per fortnight
English	8
Mathematics	8
Science	8
Physical Education	3
Design Technology	2
MFL – French or Spanish	5
Art	2
Drama	1
Music	1
ICT	1
RE	2
History	4
Geography	4
CPSHE	1

From Sep 2023, the Year 10 and 11 Curriculum will comprise:

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

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From Sep 2024, the Year 10 and 11 Curriculum will comprise:

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

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

Students receive advice and guidance on the correct pathways for them.
The Ebacc route is encouraged.

Option Choices available are:

- Art and Design
- Business Studies/Economics
- Computer Science
- Enterprise
- 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

Setting structure

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

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Key Stage 5

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

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

We currently offer 30 GCE A Level subjects and a number of more vocational qualifications including:

Extended Diplomas (equivalent to three A Level subject choices)

Diplomas (equivalent to two A Level subject choices)

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

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

Courses on offer

A levels

Art, Craft & Design

Biology

Business

Chemistry

Computer Science

Dance

Design Technology

Drama and Theatre

Economics

English Language & Literature

English Literature

Environmental Science

EPQ

Film Studies

French (AS and A Level)

Geography

History

Mathematics

Further Mathematics (AS and A Level)

Core Mathematics (AS)

Media Studies

Music

Photography

Physical Education

Physics

Politics

Psychology

Religious Studies

Sociology

Spanish (AS and A Level)

Textiles Design

Diplomas

Sport Development, Coaching and Fitness

Uniformed Public Services

Subsidiary Diplomas and Extended Certificates

Extended Certificate in Applied Business

WJEC Diploma in Criminology

Subsidiary Diploma Health & Social Care

Subsidiary Diploma Applied Psychology

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Cambridge Technical Introductory Diploma in IT
RSL in Music
RSL in Dance
Performing Arts
Sport Development, Coaching and Fitness
Uniformed Public Services

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

In addition to this, students will have a Tutor block for 25 minutes each day and a fortnightly 1 hour CPSHE lesson which follow a prescribed programme of activities and themes to harness spiritual, moral, cultural, mental and physical development.

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