



Parkhall Integrated College

Curriculum Policy

Agreed by Board of Governors: May 2022

To be reviewed: May 2024

Rationale

Parkhall Integrated College's mission statement is to provide a caring learning environment. The College aims to ensure that "each pupil achieves his/her academic potential" and to "enhance the personal and social development of each pupil".

To achieve these aims we offer a broad, relevant and stimulating curriculum which follows the statutory guidelines. Our curriculum aims to be dynamic in order to meet the needs and career aspirations of our pupils enabling them to make a positive contribution to society.

Purposes

Our College Curriculum:

- is aimed at enabling all pupils to achieve their potential
- focuses on the learning of knowledge and concepts, and developing skills and appropriate attitudes
- strives to ensure personal and academic achievement both inside and outside the school for pupils of all ages, abilities and interests
- provides effective learning using a range of teaching strategies and a variety of pupil experiences.
- strives to ensure that the learning of transferable skills such as literacy, numeracy, ICT and thinking skills are embedded in all subjects
- aims to produce confident young people who can learn independently by developing techniques of self assessment and target setting
- is supported by a Pastoral Care system which encourages pupil responsibility, parental involvement and the development of positive relationships.
- emphasises the importance of developing good citizens through the teaching of personal development, local and global citizenship and employability
- enriches the pupils learning experiences through the inclusion of activities such as: visiting speakers, workshops, field trips, residentials, cross community projects and extra curricular activities.
- responds to changing demands from pupils, parents, the government, employers, institutions of higher and further education and other relevant community organisations

Guidelines

The Key Stage 3 and Key Stage 4 curricula are organised into subject areas to comply with the Areas of Study identified in the Northern Ireland Education Reform Order. All pupils study Religious Studies, Learning for Life and Work and Careers Education. Our pupils have the opportunity to remain at Parkhall Integrated College to undertake post-16 education in a range of subject areas that lead on from GCSE qualifications.

All curriculum development is guided by the school's aims and mission statement. Finance, personnel and other resources are determined by the college's curriculum. Decision-making for curriculum development is led by the Principal and Vice Principals channelled through curriculum related working parties and Heads of Departments. The working parties are drawn from a cross-section of the teaching staff and are fluid in response to changing curricular developments.

KEY STAGE 3

All pupils follow the Northern Ireland Curriculum and have opportunities to study the following subjects:

Art and Design English French Geography History Home Economics	ICT Mathematics Physical Education Religious Education Science Spanish	Technology Numeracy & Literacy Support Business Studies Music Drama Learning for Life and Work Careers
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In Year 8, pupils are differentiated into classes based on PTE and PTM results in consultation with the Heads of Year. The allocation of pupils to particular classes takes place at the end of each school year and there are opportunities for individual pupils to transfer between classes.

KEY STAGE 4

Parkhall Integrated College complies with the Entitlement Framework and offers approximately 32 courses. The college is a member of Antrim Learning Community, which enables our pupils to access a wider range of courses. Collaborative courses at key stage 4 are offered in conjunction with the Northern Regional College (NRC).

All key stage 4 pupils are entered for public examinations in English, Mathematics and Science. All pupils study at least 7 subjects to GCSE or equivalent, and a number of pupils have the opportunity to study further courses.

At key stage 4, pupils are organised into broad ability bands on the basis of year 10 examination performance, key stage 3 assessments and progress during year 10. Particular attention is paid to pupil performance in the core subjects of English, Mathematics and Science.

The following subjects are offered at Key Stage 4:

GCSE

Art Business and Communication Systems Construction Childcare/Child Development Drama	Employability English English Literature French Further Maths Geography History	Home Economics Mathematics Media Studies Motor Vehicle and Road User Studies Public Services	Music Religious Education Double Award Science Single Award Science Spanish
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BTEC Qualifications:

- BTEC Level 2 Extended Certificate in Horse care
- BTEC Level 2 Extended Certificate in Agriculture
- BTEC Level 2 First Award in ICT
- BTEC Level 2 First Award in Sport
- BTEC First Level 1/2 in Travel and Tourism

QCF Level 2 Qualifications

- Preparation for Adult Life (PAL)
- Performance Skills
- OCN Art, Business, Media, Vocational Skills

Occupational Studies Level 2 In-house:

- Environment & Society:
Animal Care & Working in the Care Environment
- Construction:
Carpentry & Joinery and Bench Joinery
- Technology and Innovation:
Digital Imaging & Computer-Aided Design
- Design & Creativity/Business & Business Services:
Contemporary Cuisine & Patisserie & Baking
- Business & Business Services:

- Using Office Technology & Customer Service
- Environment and Society:
 - Running a Leisure Event & Sports Leadership
- Design & Creativity:
 - Website Development & Graphic Design
- Technology and Innovation:
 - Manufacturing Techniques – Hand Fitting &
 - Manufacturing Techniques – Sheet Metal

NRC:

- Business & Business Services:
 - Contemporary Cuisine/Creative Styling/Using Blow-Drying Techniques/ Customer Service/Facial Skincare/Logistics and Transport/Patisserie and Baking/Vehicle Servicing and Valeting Operations
- Design & Creativity:
 - Contemporary Cuisine/Creative Hairstyling on Long Hair/ Creative Styling Using Blow-Drying Techniques/ Patisserie and Baking/Specialised Crafts
- Construction:
 - Carpentry & Joinery/Bench Joinery/ Brick and Block Work/Hard Landscaping
- Engineering and Engineering Services:
 - Basic Fast-Fit Operations/ Basic Vehicle Body Components and Fitting/ Vehicle Servicing and Valeting Operations/Vehicle Technician Operations

PROCEDURES FOR KEY STAGE 4 CURRICULUM OPTIONS

The transition from Key Stage 3 to 4 is organised by the Vice-Principals and the Head of Careers. A timetable of likely events is outlined below but there may be some variation from year to year:

January

- Issue of Year 10 Reports to parents
- Parent teacher meetings

February/March

- Key Stage 4 curriculum planning completed
- Careers teachers and subject teachers will talk with pupils about subject choices.
- Pupils are given information about subjects by senior pupils who are taking the subjects and Heads of Department.
- Options Evening meeting for parents of Year 10 pupils to explain the Key Stage 4 curriculum.
- Key Stage 4 Curriculum Guide with option choices is given to parents and pupils to read and discuss.
- The Option Choices sheet to be returned to Vice Principal (Junior School).
- Final option choices agreed between school, pupils and parents March to June.

June

- Key Stage 4 Curriculum finalised
- Parents receive copies of pupils' final Option Choices by the end of June

Over subscribed courses

Class size at Key Stage 4 often requires capping. This occurs for a number of reasons including the availability of appropriate rooms and their capacity, access to resources, health and safety and staffing issues. This results in the need to establish fair and consistent criteria for selecting the pupils most suited to a particular course. The criteria applied by the College include effort grades and teacher comments on Year 10 Reports, and attendance in Year 10.

Viability of courses

Occasionally a planned course may not be delivered. This occurs for a number of reasons including the availability of appropriate rooms and their capacity, DENI circular on minimum class sizes, and access to resources. When this occurs pupils and parents will be consulted with regard to their second choice.

Key Stage 5

Pupils have the opportunity to remain at Parkhall Integrated College to undertake post-16 education in a range of subject areas that lead on from GCSE qualifications. We have always believed that our pupils should have the opportunity to continue in a learning environment in which they feel supported, secure and happy.

Pupils who have not previously attended Parkhall Integrated College are welcome to apply for Post 16 courses.

Course Structure and Type of Study

All courses are level 3. Three types for course are offered :-

- A level (single award) or A level (double award)
- BTEC Extended certificate (1 A level) or Diploma (2 A levels)
- Cambridge Technical Extended Certificate (1 A level)

Courses are modular in nature, either exam or assignment-based, so there are deadlines

Entrance Criteria for Post 16 courses

- Minimum of 5 grade C subjects or equivalents
- At least a grade C in English or Maths and a D in the other
- Opportunity to re-sit Maths or English
- Some subjects will ask for a B grade
- Some subjects require a previous knowledge at KS4
- Numbers in classes must be feasible
- A good record of attendance, punctuality and behaviour

Post-16 level 3 Courses**GCE A level**

- English Literature
- Geography
- History
- Life and Health Sciences – double and single award
- Maths

BTEC

- Business - Level 3 National Certificate
- Health and Social Care - Level 3 National Diploma
- Health and Social Care - Level 3 National Extended Certificate
- Sport - Level 3 National Extended Certificate
- Travel and Tourism - Level 3 National Diploma
- Travel and Tourism - BTEC Level 3 National Extended Certificate

Cambridge Technicals Level 3 Introductory Diploma

- Art
- ICT
- Media Studies

Parkhall Integrated College Soccer Academy**Education Maintenance Allowance**

These are available for pupils continuing in further education provided they meet the criteria. This is a weekly allowance of £30, paid every two weeks, dependent on attendance. There are Performance-based bonus in January and June upon achieving targets. EMA will not affect any family benefits .

Applications for EMA commence in mid-March. For more information on EMA see <https://www.nidirect.gov.uk/>

These policy Guidelines are translated into action through other policies and procedures, for example:

The School Development Plan

Teaching and Learning Policy

Assessment and Reporting Policy

Examinations Policy

Numeracy Policy

Literacy Policy

Special Educational Needs Policy

Acceptable Use of the Internet Policy

CEAIG Policy