



Parkhall Integrated College Curriculum Policy

Agreed by Board of Governors: June 2025

To be reviewed: June 2028

1. Curriculum aims

Parkhall Integrated College's vision is to provide an inclusive, caring learning environment where we all feel valued and respected and are empowered to reach our full potential. Our core values are:

- Achievement
- Community
- Kindness
- Respect
- Responsibility

Parkhall Integrated College offers to all students a broad, balanced curriculum, incorporating the statutory obligations of The Education (NI) Order (2006). Parkhall Integrated College, through the Northern Ireland Curriculum, aims to empower our students to achieve their potential and to make informed and responsible decisions throughout their lives by developing the young person as an individual and a contributor to society, the economy and the environment.

The curriculum at Parkhall Integrated College aims to:

- provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- ensure personal and academic achievement both inside and outside the college for students of all ages, abilities and interests.
- promote the learning of transferable skills such as literacy, numeracy, ICT and thinking skills are embedded in all subjects.
- produce confident young people who can learn independently by developing techniques of self-assessment and target setting.
- develop students' independent learning skills and resilience, to equip them for further/higher education and employment
- emphasise the importance of developing good citizens through the teaching of personal development, local and global citizenship and employability.
- enrich the students' learning experiences through the inclusion of activities such as: visiting speakers, workshops, field trips, residentials, cross community projects and extra-curricular activities.
- respond to changing demands from students, parents/guardians, the government, employers, institutions of higher and further education and other relevant community organisations.

2. Organisation and planning

We use a mixture of academic data (CAT4 / PTE / PTM / internal assessment), pastoral needs and the knowledge of our students to ensure that they are placed into the correct set: this process ensures that students are both stretched and challenged, and our less able students are supported to ensure that they make the maximum amount of progress. Classes are updated throughout the academic year after key assessment points to ensure students remain in the correct set for their academic and pastoral needs. As part of our principles of teaching and learning, each lesson begins with a review of prior learning and teachers explain *why this, why now?* to outline the lesson's purpose and how it fits into the curriculum sequence.

Quality-first teaching strategies are employed by all classroom teachers to ensure that student needs are met; whole-school CPD has been delivered to all staff for this purpose and is an ongoing part of our programme. We are also embedding *Rosenshine's Principles of Instruction* as part of our six key learning principles to ensure that learning is regularly reviewed, with knowledge becoming embedded and retained into students' long-term memory.

2(a) Key stage 3

In key stage 3, students are grouped in mixed ability form classes (from Year 8 onwards) and are streamed according to their academic and pastoral needs in the following subject blocks:

- English / humanities / MFL / drama
- maths / ICT / business
- science
- art / music / PE / home economics
- physical education

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

- Art and Design
- Business (Year 10)
- English
- French
- Geography
- History
- Home Economics
- ICT
- Mathematics
- Physical Education
- Religious Education
- Science
- Spanish
- Technology
- Numeracy and Literacy Support
- Music
- Drama
- Learning for Life and Work

2(b) Key stage 4

At key stage 4, all students follow the statutory curriculum requirements. Students study GCSE English, GCSE Maths, science (Double Award, Single Award or OCN), Learning for Life and Work, PE and RE.

The following subjects are offered at key stage 4:

GCSE

- Agriculture and Land Use
- Art and Design
- Business and Communication Systems
- Construction
- Child Development
- Drama
- English
- English Literature
- French
- Further Maths
- Geography
- History
- Home Economics
- Mathematics
- Media Studies

- Motor Vehicle and Road User Studies
- Moving Image Arts
- Music
- Religious Education
- Double Award Science
- Single Award Science
- Spanish

BTEC Qualifications:

- BTEC Level 2 First Award in ICT
- BTEC Level 2 First Award in Sport
- BTEC First Level 1/2 in Travel and Tourism
- BTEC Level 2 First Award Level 2

QCF Level 2 Qualifications

- Preparation for Adult Life (PAL)
- Performance Skills
- OCN Art, Business, Media, Employability Skills, Performance Skills (Dj), Spanish

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

Careers education forms part of the curriculum for all students. It is structured to enable students to learn about themselves, their abilities, their strengths and weaknesses and to support them in making informed decisions regarding their own future. All students will have access to impartial advice and guidance to help them to make well informed decisions when choosing key stage 4 options and sixth form courses. Students will have the opportunity to undertake a period of work experience during key stage 4.

Our Options Programme is broad and balanced; we currently offer a range of different subjects to suit the interests and needs of our learners; it is also reviewed annually to ensure that all students are enabled to find the path that is suitable for their interests and needs. Students make these important decisions after consultation from Careers teachers, subject teachers and parents/guardians. Students are able to make informed decisions through Options Evenings, 'Carousel Days', guidance booklets, parent/teacher meetings and through regular lessons.

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. 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 students and parents/guardians will be consulted regarding their second choice.

2(c) Key stage 5

The following subjects are offered at key stage 5:

GCE A level

- Biology
- Chemistry
- Drama
- English Literature
- Geography
- History
- Life and Health Sciences – Double / Single award
- Maths
- Politics
- Religious Studies

- Spanish

BTEC

- Business - Level 3 National Certificate
- Health and Social Care - Level 3 National Diploma
- Health and Social Care - Level 3 National Extended Certificate
- Public Services – Level 3 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 Technical Level 3 Introductory Diploma

- Art
- Employability
- ICT
- Media Studies

Students wishing to enter the sixth form at Parkhall Integrated College must meet the published entry criteria. Students are guided through the curriculum offer process and, in the light of their career plans, advised on courses of study. Students are expected to study a minimum of three A levels or equivalent qualifications most likely to benefit their future careers. We offer both academic and vocational qualifications.

The curriculum is enhanced through an enrichment programme, which includes Business, Spanish and PE. An array of extra-curricular activities is also offered. Students can become part of the Parkhall Integrated College student leadership team by becoming a member of the student council or through the prefect programme. The curriculum is regularly reviewed to meet changing needs and statutory demands.

3. Inclusion

At Parkhall Integrated College, teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students with SEN
- Students with English as an additional language

Teachers employ quality-first teaching strategies and deliver lessons so that students with SEN and/or disabilities can access the curriculum, wherever possible, and ensure that there are no barriers to every student achieving.

4. Roles and Responsibilities**4(a) The Board of Governors**

The governing board will monitor the effectiveness of this policy and hold the Principal to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are fully approved
- The college implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Students are provided with independent, impartial careers guidance, and that this is appropriately resourced

4(b) The Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the college chooses to offer, have aims and objectives which reflect the vision and values of the college and indicate how the needs of individual students will be met

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The college's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

4(c) Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

5. Links to other policies

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

- Teaching and Learning Policy
- Assessment Policy
- Examinations Policy
- Special Educational Needs Policy
- Acceptable Use of the Internet Policy
- CEAIG Policy