



Parkhall Integrated College Curriculum Policy

Agreed by Board of Governors: June 2023

To be reviewed: June 2027

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.

Our curriculum is designed to support the students while learning, achieving and succeeding. We work together to build every child's confidence to develop skills that enable them to study and learn effectively. During key stage 3, students build on their skills to develop persistence, focus and intellectual curiosity. At key stage 4 and key stage 5, we provide a range of both academic and vocational options which are designed to suit all needs and have proved to open pathways to further and higher education and employment.

First-wave 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 to ensure that learning is regularly reviewed, with knowledge becoming embedded and retained into students' long-term memory.

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

2(a) Key stage 3

All students 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 and Literacy Support
- Business Studies
- Music
- Drama
- Learning for Life and Work

In Year 8, students are differentiated into classes based on PTE and PTM results in consultation with the Heads of Year. The allocation of students to particular classes takes place at the end of each academic year and there are opportunities for individual students to transfer between classes.

2(b) Key stage 4

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

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

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

At key stage 4, students are organised into broad ability bands on the basis of year 10 examination performance, key stage 3 assessments and progress during year 10.

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. Our Options Programme is reviewed annually to ensure that all students are enabled to find the path that is suitable for their interests and needs. 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 students 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. 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

- 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

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. Most of the courses offered in the sixth form curriculum are based on AS level study for year 13 to be followed by A2 level study in year 14. These courses are either taught internally in Parkhall Integrated College or through collaboration with partner schools. 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 will plan 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