



Parkhall Integrated College

Curriculum Policy

Agreed by Board of Governors: November 2016

To be reviewed: November 2019

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, residential, 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.

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:

English, Mathematics, Religious Education, Geography, History, Home Economics, Science, Technology, Physical Education, French, ICT, Art and Design.

Courses in Business Studies, Music, Drama, Learning for Life and Work, and Careers are also offered to Key Stage 3 pupils.

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

All pupils follow the Northern Ireland Curriculum and a number of pupils are disapplied from certain Areas of Study within the guidelines set out by the Department of Education. The College complies with the Entitlement Framework and offers 27 courses both general and applied which gives all pupils at Key Stage 4 the opportunity to study a broad and balanced curriculum. This enables the college to provide an individualised learning programme leading to each pupil having opportunities to fulfil their academic and vocational potential.

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 Northern Regional College (NRC), and Antrim Grammar School.

The following subjects are offered at Key Stage 4:

G.C.S.E.:	all pupils study English, Mathematics and Science and can also select from English Literature Double Award Science, Double Award PE, Home Economics, Motor Vehicle Studies, Geography, History, Child Development, French, Religious Education, Art & Design, Construction, Business & Communication Studies, Applied Business Studies, Music
BTEC	Art & Design, ICT, PE, Equine studies, Horticulture
Diploma Course	Digital Applications
Occupational Studies:	Carpentry & Joinery, Website development & Graphic design, Office and retail, Patisserie and Contemporary cuisine, Child care, Leisure and Travel, Sport, Hairdressing, Beauty, Brickwork, Catering, Sheet Metal & Hand Fitting, Digital Imaging & CAD, Animal Care & Working in a Care Environment, Sports Leadership and Running an Event
Woking in Creative Crafts	Art with Business, ICT with Business, Metalwork with Business
Certificate Level 2	Performance Skills, Preparation for life and work
Entry Level Courses	English and Mathematics
Enrichment Courses	Graded Objectives in Modern Languages

All Key Stage 4 pupils are entered for public examinations in English, Mathematics and Science. A majority study a further five subjects to GCSE or equivalent, a number of pupils have the opportunity to study a further two courses. The school will continue to monitor and evaluate the success of the courses offered so that all pupils experience a curriculum which suits their abilities, aptitudes and career ambitions.

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.

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.

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

<i>The School Development Plan</i>	<i>Teaching and Learning Policy</i>	<i>Assessment and Reporting Policy</i>
<i>Examinations Policy</i>	<i>Numeracy Policy</i>	<i>Literacy Policy</i>
<i>ICT Policy</i>	<i>CEAIG Policy</i>	<i>Special Educational Needs Policy</i>