



Cookstown High School

Curriculum Policy

February 2019

Review date: February 2020

This Policy was written in consultation with the Senior Leadership Team, Curriculum Leaders, and the Curriculum Committee of the Board of Governors and will be reviewed annually.

Rationale

The School's Curriculum seeks to fulfil the School aims and the educational aims specified in the Education Reform (NI) Order 1989.

Organisation of the Curriculum Outline Structure of a School Day

Assembly / Form time	09.25 – 9.50			
Period 1	09.50 - 10.40			
Period 2	10.40 – 11.30			
<i>Break</i>	<i>11.30- 11.50</i>			
Period 3	11.50 – 12.40			
Period 4A	12.40 – 13.05	or	Period 4	12.40 – 13.30
Red Lunch	13.05 – 13.45		Blue Lunch	13.30 – 14.15
Period 4B	13.45 – 14.15			
Period 5	14.15 – 15.05			
Period 6	15.05 – 15.55			[End of School]

There is a two-week timetable. Each day will include 6 periods of 50 minutes of teaching.

Organisation of pupils entering the School in Year 8 are placed in one of five streamed classes.

At Key Stage 4 and Sixth Form, groups for optional subjects are determined largely by individual subject choices. Pupils have 'All-school' assembly on Monday and Friday, while Year assembly takes place on a Wednesday or Thursday depending on Year Group.

Content of Curriculum

Key Stage 3

At Key Stage 3 (Years 8-10) the School provides a broad and balanced curriculum and has implemented in full the Northern Ireland Curriculum as required by the Education Order 2006, this includes a Learning for Life and Work (LLW) Programme (incorporating Home Economics, Personal Development, Local and Global Citizenship and Education for Employability), Skills and Capabilities (incorporating Communication, Using Mathematics, ICT, Thinking Skills and Personal Capabilities) and the general learning areas.

The table below shows the number of periods (50 minutes) assigned to each subject in Key Stage 3 over the two-week timetable:

Subject	Year 8		Year 9			Year 10		
	C & H	S	C	H	S	C	H	S
Maths	8	8	8	8	8	8	8	8
English	8	8	8	8	8	6	6	6
Drama						2	2	2
Biology	2		2	2		2	2	
Chemistry	2		2	2		2	2	
Physics	2		2	2		2	2	
Science	2	8			8			6
Geog	4	4	4	4	4	4	4	4
History	4	4	6	6	6	4	4	4
Home Ec	3	3	3	3	3	3	3	3
Technology	4	4	2	2	2	3	3	2
ICT	2	2	1	1	1			
Religious Education	2	2	2	2	2	4	4	4
French	4		4	4	4	4	4	4
Spanish			4	*4* Option		4	*4* Option	
Art	3	3	2	2	2	2	2	3
Games	2	2	2	2	2	2	2	2
P.E.	2	2	2	2	2	2	2	2
Literacy	2	2	2	*4* Option + 2			*4* Option	2
Numeracy		2	2	2	2			2
Music	2	2	2	2	2	2	2	2
LLW/EM/CA/PD	2	4			4	4	4	4

Note: Learning for Life and Work gives pupils an opportunity to investigate a range of themes from the LLW Programme, including a careers module.

In relation to the listed contributory subjects, the School curriculum will adhere to the statutory requirements that the Department of Education considers appropriate. Outside Agencies are invited into the school to deliver selected aspects of the LLW programme.

Key Stage 4

At Key Stage 4 (Years 11 and 12) the School provides **28 courses (15 General and 13 Applied)**. Pupils are given the opportunity to study **9 GCSEs** or equivalent on Pathway 1 or 2, those on Pathway 3 can complete **7 GCSEs** or equivalent. Most single award GCSE subjects have 6 periods over the two weeks allocated for teaching time. Pupils choose GCSE subjects within a framework of a 'broad and balanced curriculum'.

We aim to give each pupil:

- a meaningful learning experience;
- a basis for choosing A level subjects or equivalents suited to their capabilities and aspirations.

The compulsory subjects at Key Stage 4 are: **GCSE English, GCSE Mathematics, Physical Education, Religious Studies and Learning for Life and Work.**

Pupils have a choice from the following general subjects:

- **Agriculture, Art and Design, Business Studies, Biology, Chemistry, English Literature, French, Further Mathematics, Geography, History, Home Economics: Food and Nutrition, ICT- Digital Technology, Music, Occupational Studies, OCN IT Applications, OCN Personal Well-Being, Physical Education, Physics, Religious Studies, Single Award Science, Spanish, Technology and Design.**

Depending on the chosen pathway, some pupils will have the choice to study some applied courses:

- **Engineering, Health and Social Care, Travel and Tourism and Applied ICT.**

The school will endeavour to accommodate all subject combinations; however, there are occasions it may not be possible as some may lead to classes which are too small. If pupils choose such a combination, they will be advised of this and given an alternative choice.

The Examination Board for the majority of subjects is NICCEA (Northern Ireland Council for the Curriculum, Examinations and Assessment).

In addition, pupils in Years 11 and Year 12 have one period allocation for the delivery of a LLW programme.

Key Stage 5

Sixth Form curriculum is based on AS level study for Lower Sixth followed by A2 level study in Upper Sixth. 6 periods are allocated to the teaching of most subjects.

Most pupils study 3 subjects at A level. We offer **28 courses** of which **14 are General and 14 are Applied**. We are working with our neighbouring School (Holy Trinity College) and the South West College (SWC) to provide a curriculum in line with the Entitlement Framework.

The AS/A2 subjects we currently offer are:

- **Art, Biology, Business Studies, Chemistry, Creative Media Studies, Design and Technology, Food and Nutrition, English Literature, French, Further Mathematics, Geography, History, IT, Mathematics, Moving Image Arts, Music, Psychology, Physics, Religious Studies, Spanish.**

BTEC Courses-Single and Double Award Health and Social Care, Single Award Sport, Single Award Engineering, Single Award ICT, Single Award Agriculture, Single Award Travel & Tourism, Single Award Performing Arts

In all cases pupils are invited to choose from a number of alternative subjects, the following criteria will be considered:

- (a) the pupil's proven aptitude for this subject or area of study
- (b) the need for the pupil to study a particular subject in order to proceed towards a definite career goal which is within their capabilities
- (c) the pupil's personal preference
- (d) timetable constraints.

However, if a particular course is over-subscribed, the School reserves the right to allocate the available places in line with the criteria listed above. The school's assessment of the pupil's ability provides the basis for advising a pupil (and their parent or guardian) in relation to a subject choice. In the event of a difference between staff and the parent or guardian in the matter of subject choice, the School's decision will prevail. The viability of a course will be considered when deciding whether or not to offer it in a particular year.

Homework

Homework is essential for all pupils as a very important way of reinforcing the work done in class. Each pupil is required to complete homework and the time requirement increases as they proceed through the school. As their school career progresses each individual is expected to take more responsibility for managing the time which they spend on homework. This is an integral part of encouraging pupils to become increasingly self-reliant learners.

Assessment and Reporting

The procedures of the School are explained in its Assessment and Reporting Policy. The policy outlines the purpose, principles and methods of assessment as well as recording progress and achievement.

Current Arrangements

All year groups receive one full report annually as well as a short report. Pupils will carry out four assessments throughout the year, which will be reflected on the reports below.

February:	Years 10, 12, 13 and 14	Full Report
	Year 8, 9 & 11	Interim Report
June:	Years 8, 9 & 11	Full Report
	Year 10	Interim Report

Special Educational Needs

All pupils, including those with special educational needs will be given access to the full statutory curriculum and to the full range of extra-curricular activities. A risk assessment will be undertaken, when deemed necessary, to ensure pupil safety. The need for reasonable adjustments will be assessed and implemented in accordance with SEND legislation. Full details are available in the School's Special Educational Needs Policy.

Roles and Responsibilities

The Board of Governors

The Board of Governors are responsible for making sure the school provides a good quality of education for its pupils. They must ensure that all statutory guidance is adhered to and that the curriculum is delivered in a manner to allow pupils to achieve success at school.

The Principal

The Principal is responsible, through the Board of Governors, for curriculum provision at Cookstown High School. All statutory guidance must be adhered to and the curriculum is delivered in a manner to allow pupils to achieve success at school. The Principal reports regularly to the Curriculum Committee of the Board of Governors.

Vice Principal (Curriculum)

The Vice-Principal (Curriculum) is responsible, through the Principal, to the Board of Governors for the curriculum provision at Cookstown School and for the Teaching and Learning Section of the School Development Plan.

Curriculum Leaders

Curriculum Leaders submit annual Departmental Development Plans and Action Plans (in line with the School Development Plan) to the Vice-Principal (Curriculum). These are reviewed at the end of each academic year. Curriculum Leaders ensure that appropriate Schemes of Work are in place and implemented by all teaching staff.

Subject Teachers under the direction of their Curriculum Leaders

Subject teachers deliver the appropriate Schemes of Work ensuring pupils are given the opportunity to gain their best possible experience and outcomes.

Heads of Year/Form Teachers

Heads of Year/Form Teachers monitor their students' academic progress, behaviour and well-being.

Liaison with External Agencies

The school avails itself of opportunities provided for In-service Training and Curriculum Support provided by DE, CCEA (and other relevant examination boards), EA and a range of other curriculum providers.

Review of the Curriculum Policy

This policy is reviewed by the Vice-Principal (Curriculum) in consultation with the SLT, Curriculum Leaders, and updated in line with external guidance and the changing needs of the School. The Board of Governors will annually approve the policy through the Curriculum Committee of the Board of Governors.

Curriculum Complaints

Any person who may have a complaint about curriculum provision is asked to contact the Vice Principal (Curriculum), who has responsibility for curriculum development.

The Principal or Chairman of the Board may also be contacted at the School.

Chairman of the Board of Governors: Mrs L Dripps

Principal: Miss G Evans

Vice Principal (Curriculum): Mr I Matthews