

OMAGH HIGH SCHOOL



CURRICULUM POLICY

The policy is set out under the following headings

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1. Context

Omagh High School is an 11-18 co-educational, non-selective school situated on Crevenagh Road at the western side of Omagh. The school opened in 1961 as Omagh Intermediate School.

The school changed its name twice before it acquired the present title of Omagh High School.

2. Vision, Mission, Values and Ethos

Vision

Omagh High School will become the school of choice with outstanding provision of “*pastoral care and education*”.

Mission

- 1) Omagh High School will provide outstanding care to all the stakeholders within the organisation through bespoke/personalised programmes of pastoral care and wellbeing for the learners and the employees. This will bring confidence and safety to all, leading to educational excellence.
- 2) Omagh High School will deliver an outstanding educational experience for all. This will happen by encouraging the professional development of all staff so that their skills and knowledge transcends excellence during the educational process.
- 3) Omagh High School will become the school of choice for the best educational provision in the local area.

Values

Care: We believe in a harmonious community, underpinned by the values of respect, honesty and kindness, acting as a civilising influence for all. We aim for a safe, healthy and happy school – a school that pupils love and in which they openly speak about feeling loved, safe and cared for.

Education: We set ambitious goals for our pupils regardless of background or prior attainment, believing in the limitless potential for all – that all can achieve excellence through finding the right steps to get there. Through offering a broad and balanced curriculum, combined with outstanding teaching, we want all pupils to draw inspiration from all that has been thought, said and done. We want our pupils to experience wonder at the cultural and physical world that surrounds them. We challenge and encourage them to set their sights high in whatever fields they choose to pursue.

Outstanding: Omagh High School exists to serve the unique academic, physical, spiritual, social and emotional needs of pupils who are in a special and critical period of their lives as they change from childhood, through adolescence, to adulthood. The school is committed to the development of ALL the pupils whatever their abilities.

We aim to encourage in our pupils:

- A curious mind
- A thirst for learning
- An industrious attitude to their work
- A respect for others
- A respect for self
- High personal moral standards based on a Christian understanding of the world
- The acquisition of skills necessary for future progress.

Ethos

Omagh High School is a non-selective school with respect to academic entry requirements with a non-denominational Christian ethos. We believe that pupils have much to gain from a knowledge of the Christian faith and will benefit from the application of Christian values to their lives.

The ethos of the school has developed over the years since the school opened but it retains the central Christian, academically challenging and caring characteristics whilst adapting to the needs of the changing world.

Omagh High School is a caring school community with very strong pastoral care at the heart of its work. This is, we believe, one of our major strengths, that pupils receive high quality pastoral care from committed and caring staff.

Central to this is the employment and development of a committed, flexible, motivated staff whose love for children and of their profession manifests itself in their classroom practice and pastoral care.

We believe that all pupils, irrespective of academic ability, may be educated in one school and that the skills and talents of our workforce are capable of adapting their work to suit the needs of all the pupils. We are however a school with a strong academic focus and the results in external examinations bear testimony to the work of the staff in getting the best from pupils whatever their ability.

3. Curriculum Rationale

Omagh High School exists, first and foremost, to meet the needs of its individual pupils. Thus, the entire thinking and organisation of the school is pupil focused. These needs are, of course, closely related to and inseparable from the needs of the community and society, but it is felt that both are best served by concentration on individual development.

Omagh High School follows the Northern Ireland Curriculum which aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. Its objectives are:

- to develop the young person as an individual;
- to develop the young person as a contributor to society;
- to develop the young person as a contributor to the economy and environment.

Key Elements, Attitudes and Dispositions

The staff of Omagh High School seek, through the educational experiences which they provide, to prepare pupils for life and work by fostering the following key elements, attitudes and dispositions:

Key Elements

- personal understanding
- mutual understanding
- personal health
- moral character
- spiritual awareness
- citizenship
- cultural understanding
- media awareness
- ethical awareness
- employability
- economic awareness
- education for sustainable development

Attitudes and Dispositions

- personal responsibility
- concern for others
- commitment, determination and resourcefulness
- openness to new ideas
- self belief, optimism and pragmatism
- curiosity
- community spirit
- flexibility
- tolerance
- integrity and moral courage
- respect

Academic achievement is given priority, as a response to individual needs relating to vocational aspiration. However, every effort is made to provide a breadth and balance of educational experiences which will meet with all of the developmental needs of the individual. An integral component of such provision, which is highly valued by both staff and pupils, is a wide ranging programme of extra curricular activities.

In Omagh High School the relationship between teacher and pupil in the classroom is perceived as the pivotal point in the education transaction. To this end, understanding and skill on the part of teachers is of paramount importance and continuous staff development is accepted as warranting the highest priority within the school's organisation.

The involvement of parents in the education process is greatly valued and appreciated, particularly because of the validity and strength which it can bring to the teacher pupil relationship and the attendant benefits to pupils which result from such support.

Education is an investment in tomorrow's society, involving huge resources of time and effort and finite financial resources. The staff of Omagh High School are committed to achieving the best possible return on these resources for the benefit of all its pupils.

4. Curriculum Aims and Objectives

N.B. In addition to the whole school aims set out below, departments have their own complementary but more specific aims and objectives. Copies of these are retained centrally.

School Aims

1. To abide by all legal requirements, including statutory provision under the The Education (NI) Order 2007 and the Entitlement Framework.

The Education (NI) Order 2007 legislates for a balanced and broadly based curriculum in all grant aided schools *‘to promote the spiritual, emotional, moral, cultural, intellectual, and physical development of pupils at the school and thereby of society: and prepare pupils for the opportunities, responsibilities and experiences of life by equipping them with appropriate knowledge, understanding and skills.’*

2. Educational Aims

- (a) To encourage, develop and maximise potential in literacy skills.
- (b) To encourage, develop and maximise potential in numeracy skills.
- (c) To encourage, develop and maximise potential in information and communication technology skills in a variety of media.
- (d) To encourage all pupils to take advantage of the educational opportunities according to their abilities, interests and aptitudes.
- (e) To structure learning so that pupils develop lively enquiring minds and become capable of independent, rational thinking.
- (f) To help pupils experience enjoyment in learning both now and in later life.
- (g) To prepare pupils for relevant external examinations.
- (h) To adopt methods of teaching which will maximise pupil participation in the learning process and promote responsibility for his/her part in the process.
- (i) To provide experience which will foster aesthetic awareness and appreciation and provide opportunity for creative expression.
- (j) To develop the ability to participate fully and positively in group activities.
- (k) To encourage pupils to avail themselves of post 16 opportunities in education.
- (l) To provide a relevant KS3 curriculum and a mix of relevant KS4 and post 16 academic and vocational courses in line with the Entitlement Framework.

3. School Community Aims

- (a) To develop and nurture pupils' self esteem.
- (b) To encourage good habits such as punctuality, personal hygiene, neatness and a work ethic.
- (c) To organise the school so that it provides a safe and orderly environment in which learning can take place.
- (d) To work in ways which will enhance the self-respect of pupils and encourage them to take responsibility for themselves and their actions.
- (e) To promote and encourage acceptance of desirable qualities such as honesty, kindness and respect for others.
- (f) To foster and develop a Christian ethos.
- (g) To foster good pupil-teacher relations.
- (h) To foster a good working relationship with parents/guardians.
- (i) To assist pupils with their increasing self-awareness which reflects a positive and nurturing environment for all pupils at all stages of their development.
- (j) To be aware of the benefits of healthy diet and fitness.
- (k) To be aware of the benefits of energy conservation.
- (l) To be aware of safety procedures needed in respect of hazards on route to and from school and in school.

4. Wider Community Aims

- (a) To promote and encourage mutual understanding and tolerance.
- (b) To establish a caring relationship between the school and the community it serves encouraging participation in activities therein.
- (c) To encourage appreciation of and concern for the environment.
- (d) To promote an awareness of cultural diversity.
- (e) To promote an awareness of the agencies both statutory and non-statutory whose role is the responsibility for the health and well-being of the community e.g. EWOs, Social Services, CAMHS etc.
- (f) To assist pupils in making responsible choices about harmful and addictive substances and risk taking behaviour.
- (g) To sustain employment and to become a lifelong learner capable of realising their potential in the world of work.
- (h) To encourage each pupil to develop transferable skills which will fit him/her for the ever-changing world of work.
- (i) To help pupils become aware of changing patterns of work and enable them to adapt to their social implications.

- (j) To develop the social skills necessary to work successfully with other people.
- (k) To prepare pupils to understand their future responsibilities as parents, citizens and consumers, employees and employers.
- (l) To develop interests and skills which will give personal satisfaction and/or health benefits in later life.

5. Elements and Organisation

The Northern Ireland Key Stage 3 Curriculum comprises of eight prescribed Areas of Learning plus Learning for Life and Work. It is policy to divide time among the Areas of Learning so as to match the needs of individual pupils. Due to the fact that literacy and numeracy are prerequisites for progress in all areas of study, time is weighted in favour of English and Mathematics.

Time allocation at Key Stage 3 for the Areas of Learning and their contributory subjects, together with Learning for Life and Work, are set out below.

The school day is divided into 9 periods with a total of 45 periods per week.

Key Stage 3 (Years 8, 9 & 10) Curriculum

Area of Learning	Subject	Time Allocation Per Week
The Arts	Art & Design	2 periods x 35 minutes
	Music	2 periods x 35 minutes
	Drama	2 periods x 35 minutes
English with Media Education	English with Media Education	7 periods x 35 minutes
Environment & Society	Geography	2 periods x 35 minutes
	History	2 periods x 35 minutes
Mathematics With Financial Capability	Mathematics With Financial Capability	7 periods x 35 minutes
Modern Languages	French/Spanish	2 periods x 35 minutes
Physical Education	Physical Education/ Games	4 periods x 35 minutes (Years 8 & 9) 3 periods x 35 minutes (Year 10)
Science & Technology	Science	5 periods x 35 minutes
	Technology & Design	2 periods x 35 minutes
Religious Education	Religious Education	2 periods x 35 minutes
Learning for Life And Work	Citizenship	1 period x 35 minutes
	Employability	1 period x 35 minutes
	Home Economics	2 periods x 35 minutes
	Personal Development	1 period x 35 minutes

Information and Communications Technology

- 1 period x 35 minutes (Years 8 & 9)
- 2 periods x 35 minutes (Year 10)

Cross Curricular Skills, Thinking Skills and Personal Capabilities

At the heart of the Northern Ireland Curriculum lies an explicit emphasis on the development of skills and capabilities for life-long learning and for operating effectively in society. These whole curriculum skills and capabilities consist of Cross-Curricular Skills, Thinking Skills and Personal Capabilities.

The Cross-Curricular Skills of Communication, Using Mathematics and Using Information and Communications Technology (ICT) are the bedrock skills through which young people access knowledge.

The Thinking Skills and Personal Capabilities of Thinking, Problem-Solving and Decision Making, Being Creative, Working with Others and Self Management are the tools that help children go beyond the acquisition of knowledge in order to deepen their understanding and apply ideas, generate new possibilities, make decisions, as well as to plan, monitor and evaluate their progress. They underpin success in all aspects of life. Therefore it is important that children's self esteem, and self confidence are explicitly fostered along with their ability to manage their own emotions, to interact effectively with others and eventually to regulate and enhance their own learning.

All teachers have a statutory responsibility to provide opportunities for the acquisition and development of the Cross-Curricular Skills, Thinking Skills and Personal Capabilities. These skills and capabilities are developed and assessed in and through the Areas of Learning.

Key Stage 3 (Years 8, 9 & 10) Curriculum

	En	Ma	Sc	TD	Ge	Hi	Art	Mu	PE/ Ga	HE	Fr	PD	RE	IT	Cz	Dr	Emp
Yr 8	7	7	5	2	2	2	2	2	4	2	2	1	2	1	1	2	1
Yr 9	7	7	5	2	2	2	2	2	4	2	3	1	2	1	1	2	1
Yr 10	7	7	5	2	2	2	2	2	3	2	3	1	2	2	1	2	1

Key Stage 4 (Years 11 & 12) Curriculum

Pupils in Years 11 and 12 can opt for either a General Certificate of Secondary Education (GCSE)/Essential Skills (ES) programme or a King's Trust Programme (KTP). The GCSE/ES programme is geared for those wishing to study GCSE subjects or a combination of GCSE and ES. Pupils who opt to follow the KTP programme study the core subjects of English, Maths, Science, Occupational Studies(OCC), Learning for Life and Work (LLW) and RE at GCSE/ES level along with the King's Trust Level 2 Personal Development and Employability Skills Diploma (equivalent of 2Cs at GCSE level) and Games.

Year 11	En	Ma	Sc	RE	LLW	Ga	Opt A	Opt B	Opt C	PTP	OCC
GCSE	7	6	*8/5	2	5	2	5	5	5	0	*0/3
KTP	7	6	*8/5	2	5	2	0	0	0	15	*0/3

*Double Award Science - 8 periods. Single Award Science - 5 periods with 3 periods of Occupational Studies Single Award.

Year 11 – Option Blocks

- Option A Business & Communication Systems, Drama, Food & Nutrition, History. Motor Vehicle and Road User Studies, Technology & Design.
- Option B Agriculture, Art & Design, Digital Technology, Health & Social Care, Motor Vehicle and Road User Studies, Physical Education.
- Option C Business & Communication Systems, Child Development, Digital Technology, Geography, Technology & Design.

Year 12	En	Ma	Sc	RE	LLW	Ga	Opt A	Opt B	Opt C	PTP	OCC
GCSE	7	6	*8/5	2	5	2	5	5	5	0	*0/3
KTP	7	6	*8/5	2	5	2	0	0	0	15	*0/3

*Double Award Science - 8 periods. Single Award Science - 5 periods with 3 periods of Occupational Studies Single Award.

Year 12 – Option Blocks

- Option A Agriculture, Business & Communication Systems, Child Development, Geography, Health & Social Care.
- Option B Geography, History, Motor Vehicle and Road User Studies, Physical Education, Technology & Design.
- Option C Art & Design, Business & Communication Systems, Digital Technology, Food & Nutrition, Technology & Design.

The numbers in the tables above record the number of periods given to each subject during the week. There are 45 periods in the school week.

Pupils are allocated to the KS4 option subjects of their choice where possible, but classes have to be viable. Timetabling and staffing limitations can also affect the allocation of subject choices.

Further information on individual subject content can be obtained by referring to the Key Stage 4 GCSE/King's Trust Option Booklets.

Key

En - English
Ma - Mathematics
Sc - Science
TD - Technology & Design
Ge - Geography
Hi - History
Art - Art
KTP – King's Trust Programme

Mu - Music
Mv – Motor Vehicle & Road User Studies
PE - Physical Education
HE - Home Economics
Fr - French
PD - Personal Development
Ga - Games
RE - Religious Education

LLW - Learning for Life and Work
IT - Information Technology
Ca - Careers
Cz - Citizenship
Dr - Drama
Emp - Employability
OCC – Occupational Studies

Key Stage 5 (Years 13 & 14) Curriculum

Year 13 BTEC/GCE AS level students choose from the following option groups. Each option group has 8 periods.

Block A	Block B	Block C	Block D	Block E
Chemistry (Omagh Academy)	Art & Design (Omagh Academy)	History (Omagh High)	*BTEC Award (South West College, Omagh)	Design & Technology (Omagh High)
English Literature (Omagh Academy)	French (Omagh Academy)	Religious Studies (Omagh Academy)	Biology (Omagh High)	BTEC Travel & Tourism (Omagh High)
Health & Social Care (Omagh High)	Geography (Omagh Academy)	Spanish (Omagh Academy)	Digital Technology (Omagh Academy)	Mathematics (Omagh High)
	Physics (Omagh Academy)	BTEC Sport Studies Single Award (Omagh High)	Government and Politics (Omagh Academy)	
	Professional Business Services (Omagh High)		Life and Health Sciences (Omagh High)	
	Psychology (Omagh High)		Music (Omagh Academy)	
			Nutrition and Food Science (Omagh Academy)	
			Physics (Omagh Academy)	

Year 14 BTEC/GCE A2 level students choose from the following option groups. Each option group has 9 periods.

Block A	Block B	Block C	Block D	Block E
Biology (Omagh Academy)	Art & Design (Omagh Academy)	Government and Politics (Omagh Academy)	*BTEC Award (South West College, Omagh)	Design & Technology (Omagh High)
Digital Technology (Omagh High)	Biology (Omagh Academy)	Life and Health Sciences (Omagh High)	Chemistry (Omagh Academy)	Health & Social Care (Omagh High)
History (Omagh Academy)	Geography (Omagh High)	Psychology (Omagh Academy)	English Literature (Omagh High)	
Mathematics (Omagh Academy)	Mathematics (Omagh Academy)	Physics (Omagh Academy)	French (Omagh Academy)	
Nutrition and Food Science (Omagh Academy)	Music (Omagh Academy)	Psychology (Omagh Academy)	Physics (Omagh Academy)	
Professional Business Services (Omagh High)		BTEC Travel & Tourism (Omagh High)	Religious Studies (Omagh Academy)	
Spanish (Omagh Academy)			BTEC Sport Studies Single Award (Omagh High)	

*BTEC Qualifications (South West College, Omagh) - Students choose one from the following:

- Agriculture/Land-based Business/Rural Sustainability
- Children's Play, Learning and Development
- Civil Engineering and Sustainable Construction (Year 14 only)
- Engineering
- Creative Media - Film and Television
- Creative Media - Games Development
- Science (Applied)

Pupils are allocated to the KS5 option subjects of their choice where possible, but classes have to be viable. Timetabling and staffing limitations can also affect the allocation of subject choices.

Additional Studies – OCN NI ICT and GCSE subjects are also offered to Year 13 and Year 14 students.

Further information on individual subject content can be obtained by referring to the Post 16 Prospectus.

Organisation

Pupils are assessed/baseline tested on entry and placed in appropriate classes accordingly. Progress is continuously monitored and flexibility maintained with regard to placement.

Class sizes are kept as small as possible, especially for pupils with learning difficulties.

Pastoral Care

The structure for Pastoral Care is that every year group is divided into a number of House Groups, each with a House teacher. The year group is the responsibility of a Pastoral Leader.

The Pastoral Leaders are under the direction of the Senior Leaders/Vice Principal responsible for Pastoral Care who in turn reports to the Principal.

The role of the House Teacher is a very important one in school life. It is the first link in the chain of Pastoral Care. The daily contact between pupils and House teacher provides the means for establishing and developing a two-way relationship.

Fifteen minutes of each day is set aside for registration and the monitoring of attendance.

Extra Curricular Activities

A wide ranging programme of extra curricular activities is offered to pupils. These activities are perceived as making a highly valued contribution to individual development through the added breadth and richness which they bring to pupil experiences. They also provide an opportunity for building upon pupil/teacher relationships. Further information on the range of extra-curricular activities is available via the school's website.

6. Coherence

Every endeavour is made to achieve cohesive experience for pupils, within the breadth and balance of the curriculum. Cohesion is promoted through:-

1. School Aims
2. Similarity in approach to dealing with concepts, knowledge and skills by using a common unit of work structure.
3. Placing of emphasis on Cross Curricular Skills of Using Communication, Using Mathematics and Using ICT,
4. Placing of emphasis on Thinking Skills and Personal Capabilities of Thinking, Problem-Solving and Decision Making, Being Creative, Working with Others and Self Management.
5. Placing of emphasis on collaboration between subject areas.

7. Adaptive Teaching

Rationale:

Whatever their previous experiences in primary school, pupils will come to Omagh High School with different abilities, prior knowledge and attainments. Before teaching begins, anticipating these barriers to learning and planning to address them is crucial.

It is essential therefore that learning activities are designed in ways which provide opportunities for each pupil to work at his/her pace, whilst having the opportunity to succeed, reflecting a belief in the potential of each individual learner.

Omagh High aims to embed strategies such as adaptive teaching to enable all pupils to meet the same learning outcomes, whilst being inclusive of their individual needs.

Key Elements of Adaptive Teaching:

Adaptive Teaching recognises that students are likely to learn at different rates and require different levels and types of support (scaffolding and modelling) from teachers to succeed,

Adaptive Teaching is a responsive approach that focuses on the class, whilst responding to the needs of individual students. It involves planning prior to the lesson. It also requires the adjusting practice in real time while actively teaching - based on each student's progress, including modifying teaching methods, pace or resources as the lesson happens, in response to student feedback and/or performance.

Adaptive Teaching champions a responsive, high-expectation strategy for all students from the viewpoint that all students can achieve and thrive.

Adaptive Teaching relies on strong teacher-student relationships and ongoing formative assessments which allow in-the-moment adaptations to teaching based on a real-time understanding of the students' needs.

How does Adaptive Teaching differ from Differentiation?

Differentiation Vs Adaptive Teaching	
Differentiation	Adaptive Teaching
Different objectives for different groups of students.	The same challenging objectives are set for all students.
Students cover content of varying difficulty.	All students study the same, challenging content.
Differentiation is pre-planned and the content and tasks for students is decided in advance of the lesson, based on their prior attainment.	Teachers pre-plan different levels of support and challenge, but the support given to students is responsive to the learning they demonstrate in the lesson.
Separating students into fixed groups based on their attainment and perceived ability.	Flexible groupings, based on ongoing assessments of current teaching, that change regularly.
A firm ceiling is put in place.	The floor of achievement is raised.
Lower expectations are demonstrated for some learners.	The same, high expectations are set for all students.

Adaptive Teaching

Adaptive Teaching has been identified as a Teaching and Learning (T&L) strategy and all teaching staff have access to various modules and resources via the CPD Academy platform, produced by InnerDrive and promoted by the Department of Education through TransformED.

Adaptive Teaching has also been incorporated into the PRSD programme - Objective 1 Professional Practice (Teachers) as outlined below:

Objective 1 Professional Practice (Teachers)

Enhance professional practice through the collaborative observation and application of T&L strategies from the CPD academy TPL platform. Continue applying the Retrieval Practice approach and introduce Adaptive Teaching to your lessons. Each reviewee should deliver either short sessions (15 minutes sessions or combination of 30 minutes and 15 minutes sessions) or the T&L strategies could be delivered during a double period lesson. The lesson focus should include examples of the T&L strategy (e.g. Retrieval Practice, Adaptive Teaching) delivered by the reviewee to the reviewer. The reviewee could also make arrangements, when possible, to invite other colleagues (learning group) during the lesson(s). Ideally all reviewees should be part of a learning group and observe the T&L strategy in action, delivered by their colleague/colleague(s) when this is possible.

(Observation Document and lesson plan for evidence).

8. Transition, Continuity and Progression

Meticulous care and attention is given to the induction of new pupils. For pupils transferring to secondary education a planned and well rehearsed programme of experiences and activities comes into play. These include visits by staff to primary schools, an induction programme, an induction interview and visit, provision of an information pack and a *First Impressions* Booklet. This induction programme is designed to make transition as smooth as possible for pupils and is backed up by a close liaison with primary school staff who provide invaluable information for relevant placement of pupils.

While continuity and progression are built into the evolving programmes of study with the NI Curriculum, individual pupil development is monitored by means of a variety of assessment methods. Bi-annual review of class placement allows for pupil movement within year groups.

9. Children with Special Educational Needs

Special Needs Policy Statement

- Rationale
- Aims
- Conditions and Constraints
- Conclusion

Rationale

Special Educational Need is defined as a learning difficulty which calls for special educational provision to be made. A child or young person has a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of their age and/or has a disability which either prevents or hinders them from making use of educational facilities generally provided for children of their age in mainstream schools.

The school supports the view that wherever possible it is socially desirable to exercise inclusion of all children so that they will have contact with as wide a range of people as they will meet in society as adults. Therefore it is the policy that children with Special Educational Needs should remain part of their peer group.

Aims

1. To comply with and implement the Code of Practice.
2. To identify children with special needs throughout the school into five overarching areas of need:
 - **Cognition and Learning Difficulties**; This includes but is not limited to, specific learning difficulties (SpLD) in literacy and numeracy, including dyslexia, dyscalculia and dysgraphia, moderate learning difficulties (MLD) and processing speed and/or working memory difficulties.
 - **Social, Behavioural, Emotional and Well-being (SBEW)**; This includes but is not limited to, social and behavioural difficulties and emotional and well-being difficulties.
 - **Speech, Language and Communication Needs (SLCN)**; This includes Developmental Language Disorder (DLD) and other known language disorders.
 - **Sensory (SE)**; Visual Impairments (including being blind or partially sighted), hearing impairments (mild, moderate, severe) and multi-sensory impairments (where a child has both sight and hearing losses).
 - **Physical Needs (PN)**; A physical disability or a medical condition that limits a child's physical mobility or requires specialised physical/environmental adaptations within the school environment.
3. To ensure that support is provided for the pupils identified, guided by Omagh High School's Provision Map.

4. To value and respect all pupils within their rich diversity of abilities, talents, skills and personalities.
5. To provide clear recorded evidence of the child's academic attainment by administering and keeping records of all standardised tests in literacy and numeracy in years 8-14.
6. To consult with and work with the parents and outside agencies involved.
7. To ensure that these pupils feel valued and included.
8. To ensure that these pupils are taught by teachers who have experience and training in dealing with this type of pupil but most of all that teachers have sympathy and understanding for the pupils' various forms of need.
9. To include what special provision, if any, needs to be made to enable them to participate fully in the opportunities offered by the NI Curriculum.
10. To concentrate special educational resources in the junior school.
11. To identify the resources and funding required and to seek out and make the best possible use of any external resources which are available.

Examples:- EA Local Impact Teams (LIT), speech therapists, psychologists, outreach teachers, support teachers, classroom assistants, etc.

Conditions and Constraints

1. School support services will be involved wherever appropriate in the identification of children with special needs and hopefully in the design and delivery of programmes for these children.
2. The classroom teacher is the person responsible for children with special needs in their subject area. The Learning Support Co-ordinator and the Assistant Learning Support Co-ordinator (aka SENCo and Assistant SENCO) are a resource providing advice to classroom teachers in dealing with children who have difficulties with learning in the normal class situation. This may be in the form of INSET.
3. A number of pupils may require counselling or tuition on an individual basis especially outside the statutory requirements.

Conclusion

1. All pupils have the entitlement to the full range of curriculum subjects.
2. Support needs to be given so that pupils with special needs can achieve their potential as far as possible in the normal classroom setting.
3. Pupils with severe learning difficulties requiring basic help must be given a priority, to allow for preparation for the mainstream classroom.

10. Pupil Assessment and Reporting

Assessment and Reporting procedures followed in school must be in line with legal requirements of The Education (Pupil Reporting) Regulations (Northern Ireland) 2009 which have come into operation from the 2009/2010 school year onwards incorporating The Education (Pupil Reporting) (Amendment) Regulations (Northern Ireland) 2026 which have come into operation from 30 March 2026 onwards.

Assessment for Learning (AFL) (formative assessment) taking place over the whole key stage should be an integral part of the teaching process and should take place as planned within the work programme or during class activities when opportunities may arise spontaneously. AFL focuses on the learning process (rather than the end product) and should involve systematic observation by the teacher, teacher inter-action with groups, written work, practical work, external assessment resources where appropriate and pupil self-assessment. It attempts not to prove learning but rather to improve it.

Unlike summative assessment, AFL is conducted during day-to-day classroom practice and takes place during learning. It gives pupils an active role in the assessment process. Pupils work with the teacher to determine what is being learned and to identify what the next steps should be. AFL involves the sharing of learning intentions, the sharing and negotiating of success criteria, giving feedback to pupils, effective questioning and encouraging pupils to assess and evaluate their own and others' work.

The minimum content for each area of learning/subject sets out the statutory requirements under Knowledge, Understanding and Skills, Curriculum Objectives and Key Elements and specify what pupils are expected to have studied by the end of Key Stage 3. The Learning Outcomes form the basis of all assessment. The progress and achievements of pupils in relation to the Learning Outcomes will be identified by the teacher and should be supported by evidence from a variety of contexts. Assessment information should be collected systematically and accumulated over the key stage.

As part of the continuous assessment scheme for all pupils, arrangements are made for all pupils to have formal tests/tracking points by the subject teacher. Bi-annual summative or continuous assessments are applied in most subjects for Years 8 to 11 and are reported on annually. 'Mock' examinations which replicate external examinations e.g. G.C.S.E., E.S., AS, A2 and BTEC for pupils in Years 12, 13 and 14.

At present internal summative results are reported to parents annually in Years 8 – 11 (via the Key Stage 3 or Key Stage 4 Annual Report). Parents of pupils in Years 8 to 11 also receive a short report on progress and effort at the end of the first term. The purpose of the Key Stage 3 Annual Report is to provide information on pupil learning, progress and achievements via the Areas of Learning (including Learning for Life and Work), the Cross Curricular Skills and the Thinking Skills and Personal Capabilities to inform decisions about courses, career options and school pathways at Key Stage 4.

Parents of pupils in all years are invited to the school annually to discuss reports as well as to be advised by teachers of the outcomes of other assessments.

Electronic and hard copies of all pupils' reports are retained by the school and are accessible to all teachers, individual parents and to Principals of receiving schools to which pupils transfer.

Electronic copies of reports are also uploaded to the SIMS files of all pupils. Data relating to positive achievements by pupils, both in school and elsewhere (reported by pupils) is also stored in their files.

All of this information is most relevant to the house teacher, year teacher and the Principal when considering pupil progress, subject options, careers advice and future references. As a result of this assessment system pupils may be adjusted to different teaching groups.

House teachers and Pastoral Leaders who have a vital role in this aspect of pastoral care, consider in December/January and May/June the progress of each pupil and make recommendations for adjustments to class lists.

As part of the assessment process the management of all types of homework is a valid input and a genuine method of parental involvement. Homework diaries are monitored to ensure pupil management of homework assignments is successful and where necessary pupils and parents are guided via the comments of the subject and house teachers.

All entries for public examinations are nominated by subject teachers via their Head of Department to the Examinations Officer. Formal examination timetables are prepared so that all Years 11 to 14 examination candidates have experienced examination conditions in a 'Mock Exam'. 'Mock Examinations' are normally scheduled for December for Years 12-14. 'Mock Examinations' are scheduled for Year 11 pupils in April each year in preparation for their Year 11 GCSE external module examinations which take place in the Summer term.

11. Key Stage 4 Option Choices

During Year 10 pupils select options for study in Key Stage 4. They can opt for either a General Certificate of Secondary Education (GCSE)/Essential Skills (ES) programme or a King's Trust Programme (KTP). The GCSE/ELQ programme is geared for those wishing to study GCSE subjects or a combination of GCSE and ES. Pupils who opt to follow the KTP programme may undertake related work experience combined with English, Maths, Science, Learning for Life and Work (LLW) and RE at GCSE/ES level, King's Trust Level 2 Personal Development and Employability Skills Diploma (equivalent of 2 Cs at GCSE level), and Games.

The choice of options will be made considering pupil potential, career prospects, parental influence and subject availability. These decisions are made in February after a Year 10 Parents' Evening to discuss option choices and a series of careers lessons which all Year 10 pupils are given. During the Year 10 Parents' Evening, subject teachers, the Careers teacher and a Careers Service NI advisor are present to offer advice on option choices. Option choices are signed by parents and submitted to the Curriculum Vice Principal.

Every effort is made to allocate pupils to the KS4 option subjects of their choice, but classes have to be viable and timetabling and staffing limitations can affect the allocation of subject choices.

12. Key Stage 5 Option Choices

During Year 12 pupils consider career options and select options for study in Key Stage 5 if they wish to return to school in Year 13. Pupils can opt for either a General Certificate of Education in both general and applied subjects (GCE AS/A2) and/or BTEC Level 3 qualifications. An additional curriculum is also offered to those pupils who wish to enhance their GCSE and other qualifications profile.

The choice of options will be made considering pupil potential, career prospects, parental influence and subject availability. These decisions are made in February after a Year 12 Parents' Evening to discuss option choices and a series of careers lessons which all Year 12 pupils are given. During the Year 12 Parents' Evening, subject teachers, the Careers teacher and a Careers Service NI advisor are present to offer advice on option choices. Option choices are signed by parents and submitted to the Curriculum Vice Principal.

Every effort is made to allocate pupils to the KS5/Post 16 option subjects of their choice, but classes have to be viable and timetabling and staffing limitations can affect the allocation of subject choices.

Subject teachers have a major role in subject/option selection for both Key Stage 4 and Key Stage 5/Post 16 and careful, sensible assessment records and reports are a basic essential to help subject option choices, examination entries for public examinations, career opportunities, further education choice etc.

13. Evaluation

The effectiveness of the curriculum is reviewed at different levels.

1. Within departments/subjects.
2. Heads of Departments (HODs)
3. The Senior Leadership Team
4. The Board of Governors
5. The Omagh Learning Community

As a matter of protocol, department/subject teams, via their Head of Department, present their recommendations to the Senior Leadership Team which makes the final decision on courses of action to be recommended to the Board of Governors and the Omagh Learning Community.

14. Other Issues

The influence of other issues which impinge upon the curriculum is borne in mind at all stages of planning review and development. These include:-

- FMS Budgetary Constraints
- Open Enrolment
- Discipline
- Equal Opportunities
- The European Dimension
- Entitlement Framework
- Transfer Arrangements
- Area-Based Planning
- Local Demographics
- Omagh Learning Community
- Careers Education Information And Guidance (CEIAG) Strategy and Implementation Plan
- Special Needs Review
- Strule Shared Education Campus Omagh (SSECO)
- Bromcom/EDIS
- TransformED