

Curriculum Policy



The policy is set out under the following headings

1. Vision, Curriculum Aim and Objectives
2. Broad School Aims and Objectives
3. Elements and Organisation
4. Coherence
5. Differentiation
6. Transition, Continuity and Progression
7. Children with Special Educational Needs
8. Pupil Assessment and Records of Achievement
9. Evaluation
10. Other Issues

1. Vision, Curriculum Aim and Objectives

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.

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.

2. Broad School 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.

3. 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. Because 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 2020/2021

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 (Years 8 & 9) 6 period x 35 minutes (Year 10)
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 (Years 8 & 9) 6 period x 35 minutes (Year 10)
Modern Languages	French	2 periods x 35 minutes (Year 8) 3 period x 35 minutes (Years 9 & 10)
Physical Education	Physical Education/ Games	2 periods x 35 minutes
Science & Technology	Science	5 periods x 35 minutes
	Technology & Design	2 periods x 35 minutes
Religious Education	Religious Education	2 periods x 35 minutes (Years 8 & 9) 3 periods x 35 minutes (Year 10)
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

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

Cross Curricular Skills and 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 and 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 and 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 (2020-2021)

	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	2	2	2	1	2	3	1	2	1
Yr 9	7	7	5	2	2	2	2	2	2	2	3	1	2	3	1	2	1
Yr 10	6	6	5	2	2	2	2	2	2	2	3	1	3	2	1	2	1

Key Stage 4 (Years 11 & 12) Curriculum (2020/2021)

Pupils in Years 11 and 12 can opt for either a General Certificate of Secondary Education (GCSE)/Entry Level Qualifications (ELQ)/Essential Skills (ES) programme or a Prince's Trust Programme (PTP). The GCSE/ELQ programme is geared for those wishing to study GCSE subjects or a combination of GCSE and ELQ/ES. Pupils who opt to follow the PTP programme undertake related work experience combined with English, Maths, Science, Occupational Studies(OCC), Learning for Life and Work (LLW), RE and ICT at GCSE/ELQ/ES level, Prince's Trust Level 2 Personal Development and Employability Skills Diploma (equivalent of 4 Bs 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
PTP	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.

Option A Agriculture, Business & Communication Systems, Health & Social Care, History, Technology & Design.

Option B Art & Design, Business & Communication Systems, Geography, Hospitality Music.

Option C Child Development, Digital Technology, Geography, Physical Education, Technology & Design.

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

Option A Child Development, French, Geography, Physical Education, Technology & Design.

Option B Business & Communication Systems, Digital Technology, Health & Social Care, History.

Option C Art & Design, Business & Communication Systems, Drama, Geography, Hospitality.

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.

We try 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.

Further information on individual subject content can be obtained by referring to the Key Stage 4 GCSE and OSP Option Booklets.

Key

En - English	Mu - Music	IT - Information Technology
Ma - Mathematics	PE - Physical Education	Ca - Careers
Sc - Science	HE - Home Economics	Cz - Citizenship
TD - Technology & Design	Fr - French	Dr - Drama
Ge - Geography	PD - Personal Development	Emp - Employability
Hi - History	Ga - Games	OCC – Occupational Studies
Art - Art	RE - Religious Education	
PTP – Prince’s Trust Programme	LLW - Learning for Life and Work	

Key Stage 5 (Years 13 & 14) Curriculum (2020-2021)

Year 13 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
English Literature (Omagh High)	Physics (Omagh Academy)	Art & Design (Omagh Academy)	*BTEC Award (South West College, Omagh)	Design & Technology (Omagh High)
Chemistry (Omagh Academy)	Music (Omagh Academy)	Biology (Omagh Academy)	Religious Studies (Omagh Academy)	Health & Social Care (Omagh High)
French (Omagh Academy)		Nutrition and Food Science (Omagh Academy)	Biology (Omagh Academy)	Professional Business Services (Omagh High)
Sport Studies (Single) (Omagh High)	Mathematics (Omagh High)	Government and Politics (Omagh Academy)	Psychology (Omagh Academy)	
		Spanish (Omagh Academy)	Drama & Theatre Studies (Omagh High)	
		Life and Health Sciences (Omagh High)	History (Omagh High)	
		Geography (Omagh High)		
		Additional Curriculum (GCSEs & COPE)		

Year 14 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
Psychology (Omagh Academy)	Sport Studies (Single) (Omagh High)	Art & Design (Omagh Academy)	*BTEC Award (South West College, Omagh)	Sport Studies (Double) (Omagh High)
Nutrition and Food Science (Omagh Academy)	Music (Omagh Academy)	Biology (Omagh Academy)	Geography (Omagh Academy)	Design & Technology (Omagh High)
Physics (Omagh Academy)	Biology (Omagh Academy)	Physics (Omagh Academy)	Religious Studies (Omagh Academy)	History (Omagh High)
Government and Politics (Omagh Academy)	Geography (Omagh Academy)	Digital Technology (Omagh High)	Spanish (Omagh Academy)	
Life and Health Sciences (Omagh High)	Health & Social Care (Omagh High)	French (Omagh Academy)	Mathematics (Omagh High)	
English Literature (Omagh High)	Professional Business Services (Omagh High)	Psychology (Omagh Academy)	Chemistry (Omagh Academy)	
		Additional Curriculum (GCSEs & COPE)	Drama & Theatre Studies (Omagh High)	

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

- Agriculture/Land-based Business/Rural Sustainability
- Children's Care, Learning and Development
- Civil Engineering and Sustainable Construction
- Engineering
- Hospitality
- Media - Film and Television
- Media - Games Development
- Science (Applied) - Medical Science and Forensic Science

We try to allocate pupils to the KS5 option subjects of their choice, but classes have to be viable and timetabling and staffing limitations can affect the allocation of subject choices.

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 according. 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 Vice Principal responsible for Pastoral Care who in turn reports to the Principal. With the exception of first year, House teachers are assigned to house groups which they follow through the school.

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 House 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.

Pupils attend one whole school assemblies per week and one year assembly on a monthly basis.

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.

4. 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.

5. Differentiation

Whatever their previous experiences in primary school, pupils will come to Omagh High School with different abilities and attainments. It is essential therefore that learning activities are designed in ways which provide opportunities for each pupil to work at his/her level and to progress to a higher level.

The differentiation is provided for by:-

- designing tasks which can be undertaken by all pupils in a class but which can lead to a variety of outcomes.

Differentiation by Outcome

- suggesting a range of different but related tasks in which the conceptual demands and/or procedural complexities are varied.

Differentiation by Task

In order to achieve this:-

1. Learning programmes are developed across the curriculum which give all pupils access to the areas of learning and their associated Learning Outcomes.
2. Teachers work collaboratively and co-operatively to develop learning programmes both within and across departments.
3. Learning intentions/outcomes are identified which are clear to both teachers and pupils.
4. Teaching styles are employed which are appropriate to the particular task.
5. Ways are devised of involving pupils in their own learning; through active learning, collaboration, problem solving and by providing them with opportunities to take more responsibility for their own learning.
6. Teachers raise their expectations, and those of their pupils, with regard to what pupils can and should do, and present pupils with more challenging and demanding tasks.

To implement this policy, differentiation will be catered for as follows:-

- (a) The organisation of pupils in terms of ability and class size.
- (b) The deployment of staff according to particular expertise.
- (c) The provision of a curriculum designed to meet the different needs and interests of pupils of all abilities.
- (d) Timetabling to take cognisance of the particular requirements of different groups of pupils.

- (e) The allocation of resources to ensure that the needs of all pupils are catered for adequately.

Differentiation provision has been, and will continue to be given time, careful thought and high levels of professional skills and commitment throughout the school. It is a means of providing for pupils of different abilities and maturities by teaching them in classes of similar ability as well as on an individual basis. It is regarded as a means of challenging each individual pupil to work and make progress at levels commensurate with his/her ability.

6. 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 evening, 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 as part of the process of differentiation.

7. Children with Special Educational Needs

Special Needs Policy Statement

- Rationale
- Aims
- Conditions and Constraints
- Conclusion

Rationale

Special Education in its broadest sense is the education of children with special needs whether those needs are difficulties with learning, or because of particular ability or talents. This policy respectfully addresses the needs of children with low ability or specific learning difficulties. We support 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

Examples:

- (a) Learning difficulties - reading, spelling, writing and mathematical.
- (b) Low ability
- (c) Behavioural difficulties
- (d) Speech impairment
- (e) Hearing impairment
- (f) Physical disability
- (g) Emotional problems
- (h) Family/home problems

3. To ensure that specific help is provided for the pupils identified.
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 wanted.
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 difficulty.
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.

Example:- 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 Special Needs Co-ordinator and the Assistant Special Needs Co-ordinator 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 difficulties requiring basic help must be given a priority, to allow for preparation for the mainstream classroom.

8. Pupil Assessment, Reporting and Progress Files

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.

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 in December/January and May/June 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 E.L.C. 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 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.

Results for those pupils at the end of Key Stage 3 in Communication, Using Maths and Using ICT are also reported in the form of attainment levels.

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.

Hard copies of reports are also placed in the Progress Files of all pupils. Data relating to positive achievements by pupils, both in school and elsewhere (reported by pupils) is also stored in Progress Files, which are retained in school to become the property of pupils at the end of compulsory education i.e. Year 12. Files are updated during Years 13 and 14.

All pupils on completion of Key Stage 4 receive a summative document at the end of Year 12 called the 'Progress File'. This document will be arrived at as the result of a continuous process of information gathering. This will contain information on all positive achievements recorded by the pupil and teachers over key stages 3 and 4, both academic and non-academic. House teachers play a key role in collating information on the achievements of pupils both inside and outside school - academic and non-academic.

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/January 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.

9. 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)/Entry Level Qualifications (ELQ)/Essential Skills (ES) programme or a Prince's Trust Programme (PTP). The GCSE/ELQ programme is geared for those wishing to study GCSE subjects or a combination of GCSE and ELQ/ES. Pupils who opt to follow the PTP programme may undertake related work experience combined with English, Maths, Science, Learning for Life and Work (LLW) and RE at GCSE/ELQ/ES level, Prince's Trust Level 2 Personal Development and Employability Skills Diploma (equivalent of 4 Bs at GCSE level), Occupational Studies 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, the Careers teacher, a Careers Service NI advisor and a representative from each of our collaborative partners within the Omagh Learning Community 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.

10. 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, the Careers teacher, a Careers Service NI advisor and a representative from each of our collaborative partners within the Omagh Learning Community 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.

11. Evaluation

The effectiveness of the curriculum is reviewed at different levels.

1. Within departments/subjects.
2. The Senior Leadership Team
3. The Board of Governors
4. The Omagh Learning Community

As a matter of protocol, department/subject teams 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.

10. 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:-

- **L.M.S. Budgetary Constraints**
- **Open Enrolment**
- **Discipline**
- **Equal Opportunities**
- **The European Dimension**
- **Entitlement Framework**
- **Transfer Arrangements**
- **Area-Based Planning**
- **Omagh Learning Community**
- **Careers Education Information And Guidance (CEIAG) Strategy and Implementation Plan**
- **Special Needs Review**
- **Strule Shared Education Campus Omagh (SSECO)**
- **COVID 19 Constraints**