



Curriculum Policy

Aims:

- The provision of a high quality, relevant education for all children;
- To assist all pupils to develop to their full potential by striving to cater for their different strengths, abilities and interests;
- To equip pupils with the skills, knowledge and attitudes necessary for both the present and the future needs of the immediate community and society at large.

Objectives:

The Curriculum offered by Coleraine Grammar School seeks to:

- Provide balance and breadth;
- Promote the spiritual, moral, cultural, intellectual and physical development of all pupils;
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.

The School's curriculum should therefore assist pupils to:

- develop lively, enquiring minds, imagination, the capacity for creative thinking and the ability to question and argue rationally;
- develop practical skills and apply themselves to a variety of tasks;
- acquire appropriate skills in communication, application of number, information technology as well as thinking skills and personal capabilities;
- use number and language effectively;
- address any specific special educational needs;
- develop respect for religious and moral values and tolerance of other races, religions and ways of life;
- understand the world in which they live and the interdependence of individuals, groups and nations;
- appreciate past and present human achievement and aspirations;

- develop self-confidence and obtain satisfaction and personal fulfilment at each stage of development.

It is recognised that the achievement of these aims is not exclusively the responsibility of the School. The School emphasises the need for close co-operation between teaching staff, Board of Governors, parents and other relevant bodies in the community.

Learning and Teaching

The Learning and Teaching Policy outlines the principles and practices upon which learning and teaching at Coleraine Grammar School is based. It identifies the philosophy and practice which is shared and understood by our staff, pupils and parents.

We recognise that learning and teaching is the central activity of our community and that the success of the school and our pupils is dependent on its quality. We also recognise that it relies on partnerships between learners, teachers, parents and others in the learning community.

A culture of continuous improvement exists with reflective practitioners monitoring and evaluating learning and teaching and this enables realistic and challenging expectations to be set.

Curricular Programme

Years 8 to 10 (Key Stage 3)

All pupils in Year 8 - 10 follow a broad and balanced common course in line with the Revised Curriculum. Through the Learning Areas pupils develop their skills and capabilities. The cross-curricular skills of Communication, Using Mathematics and Using ICT are assessed at the end of the school year with reference to Levels of Progression. Thinking Skills and Personal Capabilities will be assessed as appropriate within Learning Areas.

Years 11 and 12 (Key Stage 4)

The Entitlement Framework complements the Revised Curriculum by providing access to a wide range of relevant, high-quality examination courses for all pupils at Key Stage 4, with the addition of non-examination Physical Education, Learning for Life and Work and Careers Education. The 'Year 11 Subject Choices' booklet provides detailed outlines of all GCSE subjects highlighting course content, assessment, and employability links. This is available in hard copy from the Castlerock Road campus and the Lodge Road campus.

Sixth Form

Entry into Sixth Form is determined by overall GCSE performance together with high achievement in chosen AS options. Records of attendance and behaviour are also taken into consideration. Likewise entry from AS to A2 Level will be determined by academic achievement at the end of Year 13. In addition to this, pupils beginning Year 13 sign a Sixth Form Contract which recognises the responsibility both of the School, the pupils and their parents to the learning experience. The Contract includes an expectation that pupils will, in a mature and responsible manner, make maximum use of the learning opportunities, private study sessions and organised activities provided by the School.

All pupils prepare for GCE AS and A Level examinations. The school offers a wide variety of A Level options (including BTEC courses) which are under continual review. As part of the collaborative Coleraine Area Learning Partnership, Coleraine Grammar School pupils can access a number of A Level or BTEC courses on offer at neighbouring schools and Northern Regional College. A number of pupils will study four subjects to AS Level in Year 13, with three being the normal quota at A2 Level.

The 'Year 13 Subject Choices' booklet provides detailed outlines of all post-16 courses. This is available in hard copy from the Castlerock Road campus and the Lodge Road campus.

Progression between Key Stages

The School works closely with primary schools to ensure effective transfer of information and Key Stage 2 data. The Special Educational Needs department plays a key role in planning and monitoring the transfer process for students with special educational needs.

The Key Stage 3 transfer process (Year 10 into Year 11) is overseen by the Curriculum Vice Principal, Head of Careers and Senior Teacher (Curriculum) who liaise with Curriculum and Pastoral Leaders. This ensures that pupils make informed and relevant curriculum choices.

The Key Stage 4 transfer process is co-ordinated by the Curriculum Vice Principal and Senior Teacher (Curriculum) who liaise with Curriculum Leaders and the Senior Management Team.

Monitoring and Review

Curriculum review is carried out by the Senior Management Team and the Curriculum Team.

The Senior Management Team proactively seek the views of parents/carers and pupils as part of their monitoring of the Curriculum Policy.

Curriculum Organisation

The School curriculum is delivered through subject departments. The timetable is organised on the basis of six periods per day (50 minutes each) over a two week cycle.

A variety of teaching strategies is encouraged to cater for the range and needs of pupils and to maximise the use of available resources. Pupils with special educational needs are provided for as appropriate and within the resources available to the School.

To ensure the effective delivery of the curriculum, teachers keep abreast of developments in education and their own subject area by undertaking regular in-service training both inside school (during School Development Days) and outside school.

Homework is set to consolidate classwork and to assist the teacher and pupils in measuring learning and pupil progress. Further details can be found in the Coleraine Grammar School Homework Policy.

A coherent, broad and balanced curriculum cannot be organised solely within the classroom. There are occasions when the educational experience of pupils is enriched by participation in fieldwork outside the classroom. Fieldwork and other visits outside School, such as theatre or industrial visits, are organised when considered beneficial to the pupils. Similarly, there are occasions when it is appropriate to suspend the normal timetable for some or all pupils to facilitate curriculum development either within a subject area, or through the involvement of outside agencies.

The curriculum is complemented by Careers Education, Information, Advice and Guidance to all pupils throughout their school experience.

Complaints procedure in relation to the Curriculum

In the event of a complaint regarding the curriculum, parents should, in the first instance, write to the Principal/Headmaster. The Principal/Headmaster, in liaison with the Curriculum Vice-Principal, will seek to resolve the matter. The Coleraine Grammar School Complaints Policy is available from the Headmaster's PA on request.

Other relevant policies

The Curriculum Policy should be read in conjunction with other policies as detailed below:

- Learning and Teaching Policy

- Special Educational Needs Policy
- Homework Policy
- E-Safety policy
- CEIAG Policy