



FOYLE COLLEGE

Prospectus 2022

Information for Applicants

All the information in this booklet was known to be correct at the time of publishing

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Section 1 – Information for Applicants

1.1 SCHOOL INFORMATION

Foyle College
67 Limavady Road
Londonderry
BT47 6LR
Tel No: 028 7126 9321
Fax No: 028 7126 9425
Email: info@foylecollege.derry.ni.sch.uk
Web: www.foylenet.org.uk

Co-Educational
 Non-Denominational
 Voluntary Grammar School
 Age Range 11-18

Principal: Mr P W J Allen B.Sc., P.G.C.E., P.Q.H. (N.I.)

Chairperson: Venerable Robert Stephen Miller MStJ, ChTJ, BSc(hons) QUB, BTh, TCD, ObISB, FRSA, CF(V) Archdeacon of Derry

ADMISSIONS NO. 126

ENROLMENT NO. 850

1.2 ADMISSIONS CRITERIA

Due to guidance in relation to COVID-19 Foyle College will offer a Virtual Open Evening this year. Further details are available on the school's website and provided to all Primary Schools for distribution.

For Parents/Guardians naming Foyle College, Londonderry as a Preference on your child's Transfer Application:

Supporting Information

Please ensure that you provide the relevant information to demonstrate how your child meets the admissions criteria in support of their Transfer Application:

- Attach/upload an image of the relevant documentary evidence to the Online Transfer Application

Special Circumstances and/or Special Provision

Specific information required for each of these is detailed in the relevant paragraphs below.

Aim

Foyle College is an academically selective, co-educational, non-denominational Voluntary Grammar School. It is the aim of the Board of Governors, through the application of their Admissions Criteria, that Foyle College will be:

- a school where everyone can feel valued and secure in a caring, happy and healthy community.
- a school where pupils develop academically, athletically and artistically to fulfil their potential and be the best that they can be.
- a school that links with our community and society as an historic, but evolving, institution which values service and inclusion.

Fees

Parental Contribution – This is used to meet the shortfall in funding between what we receive from the Department of Education and we feel must be spent in order to maintain the standard of education offered by Foyle College. The fee is £10 per month by Standing Order for each child you have in school. If you pay Income Tax, this contribution can be Gift Aided which allows the school to claim Basic Rate Tax Relief from HMRC.

FUNCTIONS OF THE BOARD OF GOVERNORS AND PRINCIPAL IN RELATION TO ADMISSIONS

The Board of Governors has delegated the task of applying the criteria to ‘The Selectors’ - a committee consisting of the Principal, a Vice-Principal nominated by the Principal, the Chairman of the Board of Governors, the Chairman of the Education Committee of the Board of Governors and one other member of the Board of Governors, nominated by the Principal, except where a conflict of interest arises with any of the forenamed, in which case another Governor would be nominated by the Principal.

The Board of Governors has determined that, in the event of the number of applicants being greater than the Admissions Number for the school that the Admissions Criteria set out below will be applied in the order shown.

ADMISSIONS CRITERIA 2022

The Selectors will, on the basis of all of the documented evidence available to them at the time of making their decision, admit pupils using the following criteria:-

- 1 Applicants will be admitted in relation to their standardised score in the CEA, as reported by AQE Ltd., as amended under Special Circumstances, or allocated under Special Provisions, in rank order, highest mark first.
If there are more applicants with a particular mark than places remaining, then pupils at that mark will be selected by applying the following criteria in the order set down:

- 2 Applicants who are transferring from the school’s traditional contributory primary schools:

Artigarvan	Ashlea	Ballougry	Bready
Culmore	Cumber Claudy	Donemana	Drumahoe
Ebrington	Eglinton	Fountain	Greenhaw
Londonderry Model	Lisnagelvin	Newbuildings	Strabane
Oakgrove Integrated			

- 3 Applicants of whom a brother/sister, half-brother/sister, step-brother/sister or legally adopted brother/sister is a pupil in the school or will be in the academic year under consideration;
- 4 Applicants who are the eldest child in the family, as evidenced on the Online Transfer Application. (The term eldest child in the family being defined from Article 2(2) of the Domestic Proceedings (NI) Order 1980 which covers
 - a child born to a married couple
 - a child born to a co-habiting couple
 - a child of either of those people by a previous marriage or relationship
 - a child living with same sex partners whether there is a civil partnership under the Civil Partnership Act 2004 or not
 - an adopted or foster child
 - a situation where for example an orphaned cousin is being brought up with a family
- 5 applicants who are entitled to Free School Meals;
- 6 other applicants ranked by Date of Birth - eldest first. **Note:** Should two or more such applicants have the same Date of Birth, the initial letter of the surname in alphabetical order as it appears on the Birth Certificate will be used.

In the event of there being fewer applicants for admission with CEA marks than the school’s Admissions Number, the above criteria will also be applied to applicants who did not sit the test. The Selectors reserve the right to require such supplementary evidence as it may determine to support or verify information on any Application Form/Transfer Application. The provision of false or incorrect information or the failure to provide information within the deadlines set by the school can result in the withdrawal of a place and the inability to offer a place on the part of the school as nominated on the applicant’s Transfer Application.

When applying the above criteria, should the number of pupils who satisfy the requirements of any criterion exceed the number of places remaining, then the candidates will be listed by Date of Birth, eldest first, and admitted in that order. **Note:** Should two or more such applicants have the same Date of Birth, the initial letter of the surname in alphabetical order as it appears on the Birth Certificate will be used.

Duty to Verify

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any applicant's Online Transfer Application.

In the case of an applicant whom it is claimed is the eldest child in the family, a letter of confirmation must be attached or uploaded to the Online Transfer Application. This letter must state that the child is the eldest in the family and that the child and family are known to the verifier. The letter must be written on headed notepaper and signed by one of the following who is not a member of the applicant's family and who has known the applicant for at least two years:

- a. a primary school Principal
- b. a medical practitioner
- c. a solicitor
- d. a member of the clergy or PSNI

"Entitled to Free School Meals" will mean pupils who are listed on the Education Authority register as entitled to Free School Meals at the date on which their parent or guardian has submitted their post-primary Online Transfer Application, or at any date up to and including no later than 4pm on 9th March 2022

If the requested evidence is not provided to the Board of Governors by the deadline given, this will result in the withdrawal of an offer of a place. Similarly, if information is supplied which appears to be false or misleading in any material way, the offer of a place will be withdrawn.

WAITING LIST POLICY

Candidates not admitted at this stage will be held on a Reserve List for consideration should places become available and will be admitted by application of the above criteria.

Parents/Guardians should be aware that the school's Admissions Number is fixed by the Department of Education and that extra places cannot be awarded by Governors.

SPECIAL CIRCUMSTANCES

The purpose of a claim for Special Circumstances is so that a child who has sat the AQE CEA, and whose performance may have been affected by medical or other problems, can be assigned a score, by the Selectors, equivalent to that which he/she would have obtained in the AQE CEA under normal circumstances.

Applicants claiming under Special Circumstances i.e. that medical or other problems affected the performance of their child at the time of the test(s) should complete **Form SC21** available from AQE Ltd. or the school. The Selectors will expect that parents/guardians will provide medical or other evidence which would set out the likely impact of the problem or difficulty on the child's performance in the test(s). Parents/Guardians should also supply documentary evidence, e.g. drawn from results of any standardised tests conducted in P5, P6 or P7 that would indicate that the child's academic ability is greater than the outcome of the CEA would suggest. The Selectors will consider whether there is sufficient material to permit a child to be considered as having Special Circumstances. Such consideration requires an educational judgement to be made on the totality of material presented to the school so that a Score equivalent to that which the child would have obtained in the AQE CEA under normal conditions can be awarded. Where Special Circumstances are accepted, the Selectors will determine, on the basis of the information provided, the score for the pupil. Such pupils will then be considered with all other pupils who have received a CEA score, and the Admissions Criteria will be

applied.

It is the responsibility of parents/carers to present all such material as they consider will assist the school in performing both parts of the consideration described above. It should be noted by parents/guardians that both parts of the consideration referred to, involve an exercise in judgement and not precise calculation.

SPECIAL PROVISION

Applicants claiming under Special Provision should complete **Form SC20** available from AQE or the school. Special Provision applies to (i) children whose parents/guardians wish them to transfer to grammar schools from schools outside Northern Ireland; (ii) children who have received more than half their primary education outside Northern Ireland; (iii) children, entered for the Common Entrance Assessment (CEA), who because of serious medical problems, were unable to participate in the Common Entrance Assessment. Please note that it is expected that all those seeking admission to a grammar school which has the result of the CEA as an Admissions Criterion should sit the CEA, with the exception of those applicants who take up residence in Northern Ireland after the start of the Year 7. The school will also require parents/guardians to supply information to demonstrate the pupil's academic ability.

Please note that it may not be possible to process claims for Special Provisions after **23rd April 2021**. The Selectors will consider the application for Special Provisions. Where Special Provisions are accepted, the Selectors will determine, on the basis of the information available, an appropriate score for that pupil. Such pupils will then be considered with all other pupils who have received a CEA score and the Admissions Criteria applied.

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any Application Form/Transfer Application. The provision of false or incorrect information or the failure to provide information within the deadlines set by the school can result in the withdrawal of a place and the inability to offer a place on the part of the school as nominated on the applicant's Transfer Application.

Parents/Guardians should be aware that the school's Admissions Number is fixed by the Department of Education and that extra places cannot be awarded by Governors.

Numbers of Applications and Admissions

Year	Admissions No.	Total Applications All Preferences	Total Admissions
2019/20	126	173	*132
2020/21	126	175	*133
2021/22	126	155	*128

* Total admissions include pupils with a Statement of Special Educational Need and those pupils admitted under the Appeals process.

1.3 ADMISSION CRITERIA FOR ENTRY TO YEARS 9 - 14

- Class sizes permitting, pupils may be admitted into Years 9-14 up to, but not exceeding, the school’s maximum enrolment number of 850.
- Preference will be giving to pupils applying for a place at Foyle College from outside the school’s traditional catchment area especially those families relocating to the area for employment reasons.
- Preference will be given to pupils who have sat the AQE Common Entrance Assessment and whose score would place them within the cohort for which they are seeking admission.
- Pupils who have not sat the Common Entrance Assessment must be able to demonstrate evidence from their previous school of academic ability commensurate with the cohort for which they are seeking admission.
- Pupils seeking admission to 6th Form must have met the criteria for Foyle College’s own pupils i.e. a minimum of 10 Points at GCSE (A*=4, A=3, B=2, C*= 1½ , C=1) including Maths & English plus B grades preferably in at least two of the subjects to be studied at A-Level. If a subject is over-subscribed criteria may be enhanced.

Entering, or returning to, Sixth Form is dependent on a pupil’s disciplinary and attendance records.

1.4 THE SCHOOL BUILDINGS

In January 2018, Foyle College relocated from its location on the City Side to its new location on the Limavady Road. The school building, which now houses all seven-year groups comprises a classroom block and a practical block, both equipped with the latest technologies and equipment to aid learning and teaching across a broad and balanced curriculum. The school also has extensive grounds which include four rugby pitches, an AstroTurf hockey pitch, 2 cricket squares, an all-weather pitch and five tennis courts.

1.5 THE SCHOOL DAY

The school day is currently comprised of 6 x 50-minute periods. Details of times are below. Break is at 10.55 a.m. for 20 minutes. Pupils are encouraged to go outside for some fresh air at this time. They are also encouraged to bring something healthy to eat. Lunch takes place from 12.55 p.m. to 1.45 p.m. A wide range of extra-curricular activities may occur both at lunch time and after school.

CLASS TIMES			
REG PERIOD	9.05 A.M.	-	9.15 A.M.
PERIOD 1	9.15 A.M.	-	10.05 A.M.
PERIOD 2	10.05 A.M.	-	10.55 A.M.
BREAK			
PERIOD 3	11.15 A.M.	-	12.05 P.M.
PERIOD 4	12.05 P.M.	-	12.55 P.M.
LUNCH			
PERIOD 5	13.45 A.M.	-	14.35 P.M.
PERIOD 6	14.35 P.M.	-	15.25 P.M.

1.6 VISITING THE SCHOOL

Parental support is one of the greatest assets that children can have during their school career. Parents considering sending their child to Foyle College may visit the school with their child on Open Day when they will be given more information about the school and have an opportunity to view the school facilities.

(Visits outside this time can be arranged via the Principal's Personal Assistant.)

1.7 HOMEWORK

Homework is a crucial aspect of schooling that supports learning, and we expect pupils to complete homeworks on time and to a high standard. We use the SIMS Parent and Student Apps, which allow pupils (and their parents and carers) to see what homeworks have been set for them at any time through a mobile app or via the internet.

We ask that parents check and sign each of the homeworks that your child completes. Parents are advised to stop their child doing any homework which is clearly causing distress; please sign the work that has been completed and add a note of explanation. The same applies if the completion of the homework is taking an excessive amount of time. At Key Stage 3 each homework should take no more than 45 minutes to complete and the pupil would not be expected to spend more than 1 hour 30 minutes on homework on any one night.

1.8 UNIFORM REGULATIONS

All pupils must wear regulation uniform throughout the school day. This means that correct school uniform must be worn in school, on the journey to and from school, when travelling to represent the school and at all school functions. All uniform items should be clearly labelled with the owner's name.

Girls' Uniform

- School blazer – Beau Brummel.
- House tie (available in school).
- Regulation knee-length blue school skirt.
- White blouse.
A regulation blue-checked open neck blouse can be worn from the beginning of May to the end of October and is optional.
- Regulation mid-grey V-neck, long-sleeved pullover.
- Grey knee-length socks or plain black or navy tights.
- Plain black leather-look shoes, with heels no higher than 3cms (heels should only be of a block style). High-heeled fashion shoes, kitten heels, pumps, or boots are not permitted. Shoes should not have coloured soles.

Boys' Uniform

- School blazer – Beau Brummel.
- House tie (available in school).
- Black trousers. Fashion trousers should not be worn. Belts (if worn) should be black with a small, plain buckle.
- White shirt.
- Regulation mid-grey V-neck, long-sleeved pullover.
- Plain black or dark grey socks.
- Plain black leather-look shoes with rounded toes. Sport/trainer style footwear is not permitted. Shoes should not have coloured soles. No boots should be worn.

Outerwear for both boys and girls

- A plain black or navy coat which should be worn over the blazer. By plain, we mean one that does not have coloured panels, coloured stripes, badges for sports teams or overly large fashion logos. If you are unsure about whether a coat is acceptable, please check with the Principal or one of the Vice Principals. Pupils may also wear the waterproof smock tops that the sports' teams wear to away matches, provided these are worn over the blazer.
- The Regulation school scarf (UniCol brand) is optional. A plain black, grey or navy scarf is also acceptable.
- Pupils may not wear hoodies (which includes 'zipped-up' hoodies).
- Pupils can purchase a school regulation 'beanie' from the P.E. department.

Suppliers

- Select Kidz, 53 Spencer Road.
- School Uniform Company, Ashgrove Park, Altnagelvin.
- Kular Fashions, 21 Ferryquay Street.

Additional Notes on Uniform

- Shirts/blouses (including the summer blouse) must be tucked in, top buttons fastened, and the tie worn correctly.
- Hair may not be dyed unnatural colours and should not be excessively highlighted or streaked. A plain headband/bobble should be used when long hair is tied back. Fringes should not cover the eyes. The regulations regarding hair apply to ALL pupils.
- Jewellery must be confined to a watch, a signet ring and a pair of small, plain sleeper or stud earrings worn in the lobe. Additional piercing is not acceptable, and pupils will be asked to remove studs, bars or rings.
- Pupils must not wear any more than 2 badges on the lapel of their blazer that have not been awarded to them for participation in school activities. Badges of a political nature must not be worn with school uniform at all.
- Under-garments worn below the shirt/ blouse must be plain white.
- Make-up is not permitted in the Junior School and must be unobtrusive if worn at all by other pupils.
- Only clear nail varnish is permitted.
- Blazers should be worn, not carried, but may be removed in class.
- Boys are expected to be clean-shaven in appearance.
- Hooded tops that are part of the girls' sportswear should only be worn in P.E. and Games.
- After Games, pupils must change back into their full school uniform; however, pupils are allowed to go home in their full school tracksuit at 5.00pm if they have remained for after school sporting activities.
- Pupils who persistently wear clothing that is contrary to the uniform regulations are liable to have such items confiscated. In such instances, the item will be left in the main office to be collected by a parent. The teacher who has confiscated the item needs to ensure that it is clearly named.

The School will have the ultimate decision regarding what is acceptable in terms of appearance and expects parental support in the enforcement of the uniform regulation.

1.9 RELIGIOUS EDUCATION

The school is required by law to teach Religious Education to every pupil and does so using the common curricular core for Northern Ireland. However, parents have the right, should they wish to exercise it, to withdraw their children from classes in this subject and also from the act of collective worship which the school is required to provide.

Parents who wish to exercise their rights in these matters are asked to write in confidence to the Principal making their wishes clear.

We will respond sympathetically and sensitively to such requests and will deal with them in ways that seek to avoid embarrassment to the pupils involved.

1.10 LEARNING SUPPORT DEPARTMENT (Special Educational Needs)

The Learning Support Department at Foyle College is committed to meeting the individual needs of pupils working in close partnership with parents, teachers and external support professionals. The school will endeavour to identify as early as possible pupils with special educational needs through any one or combination of the following procedures or sources of information.

- The professional observation and monitoring of pupils by the teacher
- Monitoring of formative and summative assessments
- Monitoring of behaviour
- Monitoring of homework, punctuality, appearance and grooming
- Pupil's transfer reports / records
- Maintaining liaison with feeder primary schools
- Effective communication with parent /guardian
- Information from pupils themselves or peer members
- Other sources as appropriate

If a pupil already has been determined to have SEN on arrival in school, the Special Educational Needs Co-ordinator (SENCo) will be informed. The SENCo will then liaise with the pupil, parents and external agencies as required, to establish or confirm the stage of the Code of Practice at which the pupil is and to determine the nature of support to be provided. Teachers will then be advised and supported to assist the individual in achieving his / her potential.

The SENCo, in liaison with teachers will review, and if appropriate, modify the provisions made.

A pupil may also be identified during his / her time at Foyle College as having SEN as a result of a teacher or parental concern that they are experiencing a difficulty (academic, behavioural, emotional, communication, etc). In this case the procedures in place for determining the need for additional support.

- The pupil is interviewed by his / her subject teacher or Form Tutor to ascertain the nature of and / or reason for the difficulty. Written records are kept
- Advice, remedial strategies and reassurance are provided in liaison with the Head of Department / Head of Year as appropriate. Parents may also be contacted, if appropriate. Written records are kept
- If the above support is unsuccessful, the difficulty persists, and it becomes apparent that a pupil fulfils the criteria laid down in the definition of Special Educational Needs, the school would proceed to implement the Code of Practice.

Frequent, open communication between all staff concerned is most important at all stages of support. Year 8 pupils are screened in September of Year 8, via the CAT4 tests. This may also lead to a pupil being identified as having a specific difficulty and being placed on the SEN register.

1.11 CATERING ARRANGEMENTS

The Canteen, which is supervised by staff, currently operates a self-service, cash-free cafeteria, offering a choice of cold snacks, a salad bar and hot meals. In order to comply with legislation around potential allergens in pre-packed foods some items are available for pre-order. The cashless system requires parents to maintain a balance of funds in their child's account. Payments are made online using Pay360. The school does not keep a record of any banking details used during these transactions. Pupils bringing packed lunches will eat these in social space assigned to their Key Stage. Parents who feel their child is entitled to Free School Meals should indicate this on the Admission Form. There is also a facility for pupils to have breakfast, if necessary, before school begins. Information Sheets on how to claim Free School Meals will be available at the school on the Year 8 Registration Evening and we would encourage all parents to check their entitlement.

1.12 CAREERS

A full CEIAG programme is built around the main decision-making points in a pupil's career at school. These come at the end of Key Stage 3 (when subject choices for GCSE must be made), at the end of Key Stage 4 (when decisions about what to do after GCSE are made) and in the Sixth Form when post-school choices are considered. A Head of Careers co-ordinates the work of a team of teachers who work as careers advisers in the school. Pupils are provided with background materials, guidance about available options and given access to expert information and advice. There are close links with the Training and Employment Agency and other outside bodies. In Year 12 pupils undertake a program of job shadowing/work experience relevant to their chosen career direction.

The school organises a biannual careers convention for pupils in Years 13 and 14. In Year 14 all pupils participate in an interview skills training day. A copy of the school's policy statement for careers education is available from the school office.

1.13 PASTORAL CARE

Pastoral care provision does not exist in isolation, but rather permeates every aspect of school life. As such, Foyle College embraces all the approaches and programs that are concerned with the well-being and personal development of each individual pupil. All teachers in school also strive to ensure that their professional skills and knowledge as subject specialists are matched by a commitment to guiding pupils and assisting them in their personal development during the formative years they spend at Foyle College.

The overarching aim of pastoral care at Foyle College is to Foster Opportunities for Young Learners to Excel. To achieve this, our objectives include:

- A commitment to develop the pupil as a person as well as a learner,
- To provide support to enable pupils to achieve their full academic potential.
- To provide guidance and support on personal and educational issues.
- To explore with pupil's areas of personal development appropriate to their particular age group, helping them to cope with the stresses of our complex and changing society.
- To encourage pupils to pursue a healthy and balanced lifestyle.
- To encourage the involvement of parents and external agencies in order to enhance the support that is available to pupils.
- To help pupils develop a positive self- esteem, by recognising and rewarding academic and extra-curricular achievement.
- To encourage in pupils a set of values, enabling them to be responsible and self- disciplined citizens who will appreciate the concerns and attitudes of others.
- To promote a sense of loyalty and belonging to the school.
- To be tolerant and respectful of all members of the school community.

The Pastoral Structure

Each year group is divided into a number of Form Classes (normally 5), and a Tutor is assigned to each one. Form Classes meet with their Tutor every morning for 10 minutes from 9.05 a.m. to 9.15 a.m.

We do try wherever possible to promote continuity between the Tutor and their Form Class throughout each Key Stage. This recognises that the Form Tutor is a key person when it comes to influencing pupils as they have a direct concern for pupils in areas such as welfare, uniform, behaviour, academic progress, attendance and parental contact. The Form Tutor will work to ensure that all pupils understand the rules and the rationale underpinning them. Form Tutors meet weekly with the Head of Year to discuss matters relating to their form class and year group.

The Pastoral System will be under the supervision of the Pastoral Vice Principal who will meet with the Heads of Year at regular points during the year.

Mrs. O'Connell is currently the Designated Teacher for Child Protection. Issues of child protection or safeguarding need to be immediately passed to her or to the Deputy Designated Teacher, Mrs. McGowan. The Designated Teacher takes the lead in providing training for all staff on child protection, and also makes appropriate presentations to pupils on such issues. The Independent Counselling Service for Schools provides a school counsellor on one morning a week, to whom pupils may self-refer or be referred by a concerned member of staff.

1.14 EXTRA-CURRICULAR ACTIVITIES

Pupils can participate in a very wide range of extra-curricular activities at the school, e.g. sport, music, drama, Cadets. Pupils will be advised of these at the start of term. We strongly encourage new pupils to involve themselves in extra-curricular activities. Not only does this provide a healthy balance to academic studies, but it also allows the development of new friendships. There is strong evidence that pupils who commit themselves to extra-curricular activities at school also do better academically.

The range of extra-curricular activities on offer, include, amongst others:

Rugby	Hockey
Cricket	Tennis
Football	Cadets
Athletics	Debating
Scripture Union	Community Service
Chess Club	Junior Magistrates
Public Speaking	Health Committee
Ski Trip	Yoga
Modern Languages Trip	Drama
Choir	DJing
Bar Mock Trial	Duke of Edinburgh Award Scheme

1.15 **SPORT**

Foyle College as a school prides itself with a long-standing tradition of sporting involvement and success within Northern Ireland, over 400 years. Our Vision is to create a strong sporting school, focused on inclusion and participation, with a large percentage of our pupils taking part in regular sporting and physical activities on a weekly basis.

We believe sport should be an integral part of each and every pupil's development, well-being and education, and provides a platform to celebrate all that is unique about Foyle College.

By fostering an "active life" philosophy and promoting a lifetime involvement in sport and physical activity, we generate an ethos focused around inclusion and mass participation. Sport is not just about physical excellence, it develops the whole person, and in that sense, sport at Foyle College seeks to be both transformative and inspirational.

Foyle College sport is emphatically for all. We seek to inspire both the elite and the novice with a sense of the joy of physical endeavour, with self-respect and pride in the School. We want all pupils to enjoy their sport, to seek excellence in their field and to maintain a healthy lifestyle. Our talented and dedicated coaching teams strive to create the best possible environment for pupils to learn with a judicious mixture of challenge and open communication.

With 4 rugby and football pitches, one of which is floodlit, 1 floodlit AstroTurf pitches, a large modern, well-equipped Sports Hall, 5 floodlit tennis courts, 2 cricket pitches, 5 badminton courts, 1 netball court and 2 basketball court and a modern and fully equipped fitness studio, provision for sport at Foyle College is truly second to none.

1.16 **DRUGS EDUCATION**

This policy for Drugs Education supports and compliments the aims and objectives of the School which seeks to "provide a secure and caring environment for pupils to develop as individuals and as members of the community." The following **key principles** are embedded in this policy:

- Drugs education policy is a whole school issue,
- Drugs education policy addresses the needs of all pupils,
- Drugs and their use is a community issue,
- Training needs and support.

1.17 **PARENTAL CONTRIBUTIONS**

The Parental Contribution is used to meet the shortfall in funding between what it costs to run the school and what we receive from the Department of Education. It enables us to keep our Pupil-Teacher Ratio lower than what would be possible otherwise. It also enables us to provide a wide range of extra-curricular opportunities. The fee is currently set at £120 per annum for each child you have at the school, payable at £40 per term or £10 per month by Standing Order. If you pay Income Tax, the contribution can be Gift Aided which allows the school to claim Basic Rate Tax Relief from HMRC.

At the current rate this means that the school would receive an additional £30 per annum. The Gift Aid Form will be sent to you with the first Fee Account in late August. Note that fees for Home Economics and Technology will incur a small additional charge.

1.18 ACCESS TO INFORMATION

Parents may obtain further information regarding school policy on matters such as Child Protection, Curriculum and the procedures for making a complaint, by visiting the school website and browsing to the 'Parents' page. Further details of policies such as Discipline, Special Educational Needs, Anti-bullying or how to obtain a copy of the Board of Governors Charging and Remissions policy can be obtained by contacting the Principal's Personal Assistant.

1.19 COMPLAINTS

Complaints about any aspect of our curricular provision (or indeed complaints about any aspect of the school) should be addressed to the Principal at the school. All such complaints, if signed and dated and with a sender's address, will receive a personal reply. Anonymous complaints will be taken to be malicious in nature and will not be acted upon. A copy of the Complaints Policy is available on the school website.

1.20 MOBILE PHONES

While Foyle College allows you to bring your phones to school, the school has the following policy:

- Being allowed to have a phone in school is a privilege not a right; a privilege that is not granted in many schools.
- Mobile phones are not to be used during lesson time unless directed to do so by a member of staff as part of a curriculum-based activity; this includes when moving between lessons. Phones should be switched off when not in use.
- Pupils may use their phones during social times i.e., break and lunchtime but should switch them off again before the start of their next lesson. Cameras on mobile devices must not be used to take pictures or videos of other pupils
- The sending of abusive or inappropriate messages or content via mobile phones or personal devices is forbidden and any breaches will be dealt with as part of the school's discipline policy
- Parents are asked not to contact their child(ren) via their mobile phone during the school day, but to contact the school office instead.
- Pupils misusing their phone or mobile device may have them confiscated.

The use of mobile devices by pupils is kept under constant review as I believe they can be an extremely useful tool in the classroom; however, if not used appropriately it may become necessary to ban them from school premises.

**Mobile Phones
are**



NOT OUT NOT ON

DURING CLASS TIME

unless specifically instructed by a member of
staff

USE IT AND LOSE IT!

Section 2 – The Curriculum

2.1 CURRICULUM POLICY

The Board of Governors of Foyle College seeks to provide, within the setting of a non-denominational, co-educational, voluntary grammar school, a balanced and broadly based curriculum which promotes the intellectual, physical, cultural, social, moral and spiritual development of pupils and prepares them for the opportunities, responsibilities and challenges of adult life. This policy should be read with reference to other whole school policies, particularly the Pastoral Policy, Assessment Policy, Positive Behaviour Policy and Special Educational Needs Policy.

Aims

- To provide a broad, balanced and coherent curriculum which meets the needs of all of our pupils,
- to enable our pupils to fulfil their full academic potential,
- to help our pupils acquire the qualifications appropriate to the needs of their future careers.
- to prepare our pupils for the world of work.
- to encourage our pupils to become effective citizens who contribute fully to society,
- to encourage our pupils to become confident, articulate and responsible members of the community.
- to inspire our pupils to become fully rounded human beings shaped by values of integrity, respect for others, generosity and compassion.

2.2 KEY STAGE 3 CURRICULUM

Pupils at Key Stage 3 follow the Northern Ireland Revised Curriculum which aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. The key 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.

These objectives are to be achieved for learning for life and work through key elements, infusing cross-curricular skills, thinking skills and personal capabilities across the areas of learning (The Arts, English, Environment and Society, Mathematics, Modern Languages, Physical Education, Science and Technology and Religious Education).

The cross-curricular skills of Communication, Using Mathematics and Using ICT are developed across the curriculum, while opportunities to develop thinking skills and personal capabilities are embedded in the schemes of work of each subject area. The school will adhere to the assessment and reporting arrangements specified by the Department of Education for Northern Ireland for the Revised Curriculum.

Pupils in Year 8 come from a number of different primary schools and with a range of abilities, as measured by their scores in the AQE assessment tests. Five Year 8 registration groups are created by balancing the ratios of boys to girls, the pupils' primary schools and their ability range, as far as possible. Pupils are taught in these registration groups for most subjects and remain in these groups from Year 8 through to Year 10. For the other subjects, mostly practical in nature, a sixth class is created by bringing together four or five pupils from each registration group.

2.3 KEY STAGE 3 PERIODS PER SUBJECT

AREA OF LEARNING	SUBJECT	Year 8	Year 9	Year 10
The Arts	Art & Design	3	2	3
	Music	3	3	2
English & Literacy	English	7	7	7
	Drama			1
Environment & Society	Geography	4	4	4
	History	4	4	4
Learning for Life & Work	Home Economics	3	2	3
	LLW	2	2	1
	Careers			1
Mathematics & Numeracy	Mathematics	8	7	7
Modern Languages	French	2	3	3
	Spanish	2	3	3
Physical Education	Physical Education	6	6	5
Science & Technology	Biology			3
	Chemistry			3
	Physics			3
	Science	8	8	
	Technology & Design	3	3	2
	Digital Technology	3	3	3
Religious Education	Religious Education	2	3	2
TOTAL		60	60	60

2.4 KEY STAGE 4 CURRICULUM

Through its Key Stage 4 curriculum, the school offers a wide choice of subjects for GCSE, thus allowing pupils access to a varied range of career options. We currently fulfil the DENI statutory requirement by offering twenty-one general and applied subjects at GCSE level. Every pupil takes a combination of compulsory core subjects and additional optional subjects, leading to eight or nine full GCSE courses, as well as non-examinable classes in Games and Religious Studies. All courses at Key Stage 4 follow CCEA GCSE specifications with the exception of WJEC PE and Geology and BTEC Engineering.

Core Subjects

- English Language and English Literature ¹
- Mathematics or Mathematics + Further Mathematics²
- Single Award Science or Double Award Science or Three Sciences (Biology, Chemistry and Physics)
- Religious Education³

Optional Subjects

- Art & Design
- BTEC Engineering
- BTEC ICT
- Business Studies
- Child Development (HE)
- Digital Technology
- French
- Further Mathematics
- Geography
- Geology
- History
- Hospitality
- Music
- Physical Education
- Religious Studies
- Spanish
- Technology & Design

¹ Selected pupils will only take English Language.

² Mathematics is taken in Year 11 and Further Mathematics in Year 12.

³ Religious Studies can be taken as an optional full course

The allocation of pupils to English classes is determined by the performance of the pupils in the Year 10 English Language and Literature examinations. For Mathematics and Science, the year group is divided into two bands. Here, the allocation of pupils is determined by their decision to study Further Mathematics or not, with the guidance of the Mathematics Department. The allocation of pupils to all other academic classes is determined solely by their choice of GCSE subjects.

2.5 KEY STAGE 4 PERIODS PER SUBJECT

GCSE Grades	SUBJECT		Periods
Core	1	English Language	9
	1	English Literature	
	1	Mathematics	7 / 8
		Religious Studies (non-exam class)	2 / 1
		LLW - 2 periods (Year 11) LLW and Careers – 1 period of each (Year 12)	2
Science	1	Single Award Science	6
	2	Double Award Science	12
	3	Biology + Chemistry + Physics	18
All pupils choose either 5, 4 or 3 subjects from the following list depending on their choice of sciences	5, 4 or 3	Art and Design	6 periods per subject
		BTEC Engineering	
		BTEC Tech Awards Digital Information	
		Business Studies	
		Digital Technology (ICT)	
		French	
		Further Mathematics	
		Geography	
		Geology	
		History	
		Home Economics: Child Development	
		Hospitality	
		Music	
		Physical Education/Level 2 Sports and Coaching	
		Principals	
Religious Studies (Full Course)			
Spanish			
Technology and Design (Product Design)			
Other		Games	4
TOTAL	9-10		60

Pupils who choose to study Further Mathematics will have 7 periods of Mathematics and 2 periods of Religious Studies, whereas pupils who do not choose to study Further Mathematics will have 8 periods of Mathematics and 1 period of Religious Studies.

2.6 KEY STAGE 5 CURRICULUM

Through its Key Stage 5 curriculum, the school offers a wide choice of subjects for A-level, allowing pupils access to a varied range of career options. Pupils in the Sixth Form study three or four subjects at AS level before progressing to A2. Most courses at Key Stage 5 follow CCEA ASA2 specifications, although some use Pearson BTEC and WJEC A-level.

Path 1

Year 13 - 4 AS

Year 14 - 4 A2

Path 2

Year 13 4 - AS

Year 14 3 - A2

Path 3

Year 13 3 - AS

Year 14 3 - A2

General Subjects

- Biology
- Business Studies
- Chemistry
- English Literature
- French
- Geography
- Geology
- History
- Mathematics
- Physics
- Religious Studies
- Spanish

Applied Subjects

- Art & Design
- Digital Technology
- Engineering BTEC
- Health & Social Care
- Life & Health Science
- Information Technology BTEC
- Music
- Physical Education
- Technology & Design

Other subjects are also available through the Foyle Learning Community.

To gain admission to the Sixth Form, pupils must satisfy the following criteria which apply to both internal and external applicants:

- Pupils must have achieved 10 points or more, with A* = 4 points, A = 3 points, B = 2 points, C* = 1½ points and C = 1 point. GCSE Short Courses will be awarded half points.
- Pupils would normally be expected to have achieved at least grade C in English Language and Mathematics.

To take a subject at AS/A2 level, pupils would normally be expected to have at least grade B at GCSE in that subject, or in a subject that requires similar skills. For Mathematics, pupils should have at least grade B in Further Mathematics. For Biology, Chemistry and Physics, pupils should have grade B or better at GCSE to take the same science at A-level. Pupils would not normally choose to study more than one subject at AS level which they have not taken at GCSE.

2.7 KEY STAGE 5 PERIODS PER SUBJECT

AS/A2 Grades	SUBJECT	Periods
All pupils choose either 3 or 4 subjects from the list to the right depending on their chosen path	Art & Design	12 per subject chosen
	Biology	
	Business Studies	
	Chemistry	
	Digital Technology (Formerly ICT)	
	Engineering BTEC	
	English Literature	
	Geography	
	Geology	
	Health & Social Care	
	History	
	Information Technology BTEC	
	Life and Health Science	
	Mathematics	
	Modern Languages (French and Spanish)	
	Music	
	Physics	
Religious Studies		
Physical Education		
Technology & Design		
Other	Private Study	Number depends on whether pupils choose 3 or 4 AS / A2 levels
	Physical Education - Games	4
TOTAL		60

2.8 ENTITLEMENT FRAMEWORK

Foyle College is a member of the Foyle Learning Community. All the schools in this community are committed to providing pupils with access to the Entitlement Framework which aims to guarantee all post primary pupils, aged 14 and above, greater choice and flexibility, by providing them with access to a broad range of general and applied courses suited to their needs, aptitudes and interests. From September 2017, the Entitlement Framework requires all post-primary schools to provide pupils with access to a minimum of 21 subjects at both GCSE and Post 16.

Partner Institutions

- Lisneal College
- Lumen Christi College
- North West Regional College
- Oakgrove Integrated College
- St Cecilia's College
- St Columb's College
- St Joseph's Boys' School
- St Mary's College
- Thornhill College
- Verbal Arts Centre

Currently at KS5, we work with partner schools to provide more than the statutory number of general and applied courses within Foyle College. We provide two common timetable blocks in Years 13 and Year 14, where pupils can access courses already on offer at Foyle College and additional courses available through our partner schools. Individual pupil requests are accommodated outside of the common timetable blocks, where possible. Pupils would not normally choose to study more than one subject at AS level in another school.

Possible Additional Courses

- Business Studies (BTEC)
- Drama & Theatre Studies
- Engineering (BTEC)
- Government & Politics
- Hospitality (BTEC)
- Irish
- Journalism & Media Studies
- Moving Image Arts
- Performing Arts (Music)
- Psychology
- Software Systems Development
- Travel & Tourism (BTEC)

The courses offered through the Foyle Learning Community change from year to year, as do the number of places available to our pupils, so it is difficult to be precise about the combinations of subjects that can now be studied.

Pupils in Year 9 also have the opportunity to participate in a Shared Education project alongside pupils from St Joseph's Boys School, Oakgrove Integrated College and St. Patrick's & St. Brigid's Claudy.

2.9 COMPLAINTS PROCEDURE

The following mechanism has been devised in accordance with the regulations laid down in the E.R.O 1989 Section 3 to deal with any problems or complaints that may arise in connection with the curriculum. Complaints should be made in the first instance to the Principal who will attempt to resolve them. If this proves unsatisfactory, then the complaint will be forwarded to the Chairman of the Board of Governors who, in turn, will try to resolve the issue. If it cannot be resolved at this level, the matter will be referred to the Complaints Tribunal set up by the Education Authority.

Section 3 - External Examination Results and Attendance

3.1 NUMBER OF PUPILS IN YEAR 12 2020-21

Number of pupils in Year 12	Number of pupils with statements of special educational needs
126	1

3.2 SUMMARY OF GCSE RESULTS 2020-21

% entered for 7 or more subjects	% achieving 7 or more A*-C grades including English and Mathematics	% entered for 5 or more subjects	% achieving 5 or more A*-C grades including English and Mathematics
99.2	93.65	100	99.21

3.3 COMPARISON OF GCSE RESULTS WITH THE NI AVERAGES 2018-19 TO 2020-21

	2018-19		2019-20		2020-21	
	Foyle College	NI Grammar	Foyle College	NI Grammar	Foyle College	NI Grammar
% achieving 7 or more A*-C grades including English and Mathematics	84.8	89.8	93.7	N/A	93.65	N/A
% achieving 5 or more A*-C grades including English and Mathematics	94.9	94.0	96.7	N/A	99.21	N/A

3.4 SUMMARY OF GCSE SUBJECT RESULTS 2020-21

Subject	Entries	% of pupils achieving grades									
		A*	A	B	C*	C	D	E	F	G	U
Art & Design	7	14	57	14	0	14	0	0	0	0	0
Biology	24	29	63	4	4	0	0	0	0	0	0
Business Studies	36	14	33	28	6	14	6	0	0	0	0
Chemistry	24	29	54	13	4	0	0	0	0	0	0
Child Development	10	20	20	40	20	0	0	0	0	0	0
Design and Technology	32	9	31	34	6	13	6	0	0	0	0
Digital Technology	66	12	29	26	12	18	3	0	0	0	0
Engineering	17	6	24	59	0	12	0	0	0	0	0
English Language	126	7	32	40	18	2	1	0	0	0	0
English Literature	105	10	29	33	18	9	1	0	0	0	0
French	52	8	29	25	25	12	2	0	0	0	0
Geography	63	19	37	21	10	5	6	3	0	0	0
Geology	13	15	62	8	8	8	0	0	0	0	0
History	60	17	32	30	18	2	2	0	0	0	0
Hospitality & Catering	14	0	21	50	21	7	0	0	0	0	0
Mathematics	126	16	39	31	8	6	0	0	0	0	0
Mathematics Further	59	27	31	19	15	3	5	0	0	0	0
Moving Image Arts	8	0	25	38	0	13	25	0	0	0	0
Music	16	31	19	25	13	13	0	0	0	0	0
Physics	24	21	38	33	4	4	0	0	0	0	0
RE Full Course	15	33	20	27	13	7	0	0	0	0	0
Science Double Award	93	11	19	24	25	22	0	0	0	0	0
Science Single Award	9	0	22	44	22	11	0	0	0	0	0
Spanish	53	8	21	23	25	19	6	0	0	0	0
Sports Studies	21	5	19	10	33	14	19	0	0	0	0

3.5 NUMBER OF PUPILS IN YEARS 13 & 14 2020-21

Number of pupils in Years 13 and 14	Number of pupils with statements of special educational needs
210	9

3.6 SUMMARY OF GCE A-LEVEL RESULTS 2020-21

Number of pupils in Year 14	% achieving 3 or more A*-C grades	% achieving 2 or more A*-E grades
101	81	100

3.7 COMPARISON OF GCE A-LEVEL RESULTS WITH NI AVERAGES 2018-19 to 2020-21

	2018-19		2019-20		2020-21	
	Foyle College	NI Grammar Schools	Foyle College	NI Grammar School	Foyle College	NI Grammar Schools
% achieving 3 or more A*-C grades	64.0	78.1	87.5	N/A	81	N/A
% achieving 2 or more A*-E grades	100	99.5	97.7	N/A	100	N/A

3.8 SUMMARY OF GCE A-LEVEL SUBJECT RESULTS 2020-21

Subject	Entries	% of pupils achieving grades						
		A*	A	B	C	D	E	U
Art and Design	2	0	0	0	100	0	0	0
Biology	22	18	41	32	9	0	0	0
Business Studies	24	8	21	25	29	8	8	0
Chemistry	18	11	33	39	6	6	6	0
Design & Technology	15	0	40	40	13	7	0	0
English Literature	15	7	33	33	27	0	0	0
French	4	0	25	75	0	0	0	0
Geography	29	10	41	31	7	7	3	0
Geology	13	15	23	31	23	0	8	0
German	1	0	0	100	0	0	0	0
Health & Social Care	14	0	29	50	21	0	0	0
History	26	8	35	27	31	0	0	0
Information Technology	14	14	29	21	29	7	0	0
Journalism	5	0	40	0	40	20	0	0
Life and Health Science	5	40	0	20	40	0	0	0
Mathematics	34	29	44	6	3	6	6	6
Moving Image Arts *	4	0	50	25	25	0	0	0
Music	7	0	29	14	57	0	0	0
Physics	10	10	10	20	20	20	0	20
Government and Politics	3	0	0	100	0	0	0	0
Religious Studies	20	5	35	35	20	5	0	0
Spanish	3	0	67	0	0	0	33	0
Sport/PE Studies	6	0	50	33	0	17	0	0

Subject	Entries	% of pupils achieving grades				
		Distinction *	Distinction	Merit	Pass	Near Pass
BTEC Engineering*	2	100	0	0	0	0
BTEC ICT	5	40	40	0	20	0
BTEC Travel & Tourism*	1	100	0	0	0	0

Note: Subjects marked with * were delivered by other schools

3.9 ATTENDANCE RATE 2018-19 to 2020-21

Year	% attendance
2018-19	96
2019 -20	95.0
2020-21	96.6

3.10 SUMMARY OF DESTINATIONS OF SCHOOL LEAVERS 2020-21

Total number of leavers from Years 12, 13 and 14

Destination	% of school leavers
Other school	0
Job Skills	1.5
Further Education	20
Higher Education	60
Employment	5
Other	3.7
Unknown	9.7