



FOYLE COLLEGE

Prospectus 2019

Section 1

Information For Applicants

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



FOYLE COLLEGE

INFORMATION FOR APPLICANTS

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SCHOOL INFORMATION

Foyle College
67 Limavady Road
Londonderry
BT47 6LR

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Email: info@foylecollege.derry.ni.sch.uk

Web: www.foylenet.org.uk

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

Chairperson: Mr. G Killeen

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

ADMISSIONS NO. 126

ENROLMENT NO. 850

**Open
Evening**

Thursday 10th January 2019 - 6.30 pm – 9.00 pm

Principal's Address: Assembly Hall

ADMISSIONS CRITERIA 2019

To: Parents/Guardians naming Foyle College as a Preference on your child's Transfer Form.

Entrance Assessment Results:

Please ensure that you provide the following information on Section C of your child's Transfer Form:

- The result of the Common Entrance Assessment (CEA) as communicated to you by the Association for Quality Education (AQE).
- This result should be recorded in the form of the CEA Score which will then be used as the basis of a rank order of applicants, highest first.
- Parents must also attach the **original notification** of score received from AQE to the Application Form.

Special Circumstances and/or Special Provision

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

- Information for a claim for Special Circumstances, as detailed below, should be attached firmly to the Transfer Form and sent to the school with that form.
- Information for consideration under Special Provisions, as detailed below, should be received by the school by **19th April 2019**.

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. It is also payable at £40 per term or £120 per year. If you pay Income Tax, this contribution can be Gift Aided which allows the school to claim Basic Rate Tax Relief from HMRC.

Capital Fee - This statutory fee is £15 per annum, charged in the Autumn Term only, and is to enable the school to repay loans previously undertaken to finance capital build projects.

SELECTION PROCEDURE

Role 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, the following method will be used to select pupils for admission. Applicants should be aware that the First Criterion for Admission to Foyle College will be marks gained in the Common Entrance Assessment (CEA) administered by the Association for Quality Education (AQE).

Applicants who will be resident in Northern Ireland at the time of their proposed admission will be considered before other applicants.

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, as amended under Special Circumstances, or allocated under Special Provisions, in mark order, highest first.
- 2 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 on the following page:-

- (i) applicants who are transferring from the school's traditional contributory primary schools:

Artigarvan	Ashlea	Ballougry
Bready Jubilee	Culmore	
Cumber Claudy	Donemana	Drumahoe
Ebrington	Eglinton	Fountain

Greenhaw	Groarty Integrated	
Lisnagelvin	Newbuildings	Strabane
Londonderry Model	Oakgrove Integrated	

- (ii) applicants with an existing family connection to the school as defined thus: -

- (a) 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;
- (b) Applicants of whom a brother/sister, half-brother/sister, step-brother/sister or legally adopted brother/sister attended Foyle College;
- (c) Applicants of whom a parent/ guardian is a permanent member of the school staff or will be in the coming year;

- (iii) applicants who are the eldest child in the family, as evidenced in the Green Transfer Form;

- (iv) applicants who are entitled to Free School Meals;

- (v) 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 assessment. The Selectors reserve the right to require such supplementary evidence as it may determine to support or verify information on any Application Form/Transfer Form. 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 Form.

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.

Waiting List Policy

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

If any place(s) become available after **1st September 2019** and there are more applicants than places available, then decisions will be made on application of the Year 8 Admissions Criteria to those pupils seeking admission at the time the place(s) become available.

When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the Transfer Form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the Transfer Form or attached to it.

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 assessment(s) should complete Form **SC18** available from AQE or the school. The Selectors will expect that parents 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 assessment(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 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 for parents/guardians 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 SC18** 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 **19th April 2019**. 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 Form. 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 Form.

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
2014/15	121	138	124
2015/16	121	139	125
2016/17	121	159	122
2017/18	126	153	128
2018/19	126	175	129

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 will, for the first time since 1976, house 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, an all-weather pitch and five tennis courts.

THE SCHOOL DAY

This is normally 9 periods of 35 minutes each. Wednesday has 10 periods to accommodate LLW (Learning for Life & Work). Details of times are below.

Break is at 10.15 a.m. for 15 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 12.50 p.m. to 1.40 p.m.

A wide range of extra-curricular activities may occur both at lunch time and after school in both schools.

CLASS TIMES (MON, TUES, THURS & FRI)			
REG PERIOD	8.50 A.M.	-	9.05 A.M.
PERIOD 1	9.05 A.M.	-	9.40 A.M.
PERIOD 2	9.40 A.M.	-	10.15 A.M.
BREAK			
PERIOD 3	10.30 A.M.	-	11.05 A.M.
PERIOD 4	11.05 A.M.	-	11.40 A.M.
LUNCH			
PERIOD 5	11.40 A.M.	-	12.15 P.M.
PERIOD 6	12.15 P.M.	-	12.50 P.M.
PERIOD 7	1.40 P.M.	-	2.15 P.M.
PERIOD 8	2.15 P.M.	-	2.50 P.M.
PERIOD 9	2.50 P.M.	-	3.25 P.M.

CLASS TIMES (WEDNESDAY)			
REG / LLW	8.50 A.M.	-	9.35 A.M.
YEAR ASSEMBLY			
PERIOD 1	9.35 A.M.	-	10.05 A.M.
PERIOD 2	10.05 A.M.	-	10.35 A.M.
BREAK			
PERIOD 3	10.50 A.M.	-	11.20 A.M.
PERIOD 4	11.20 A.M.	-	11.50 A.M.
LUNCH			
PERIOD 5	11.50 P.M.	-	12.20 P.M.
PERIOD 6	12.20 P.M.	-	12.50 P.M.
LUNCH			
PERIOD 7	1.40 P.M.	-	2.15 P.M.
PERIOD 8	2.15 P.M.	-	2.50 P.M.
PERIOD 9	2.50 P.M.	-	3.25 P.M.

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.)

Dates of Information Evenings

Year 8 Tue 25th September
 Year 8 Wed 23rd January
 Year 9 Wed 12th December
 Year 10 Fri 15th February
 Year 11 Tues 20th November
 Year 12 Fri 15th February
 Year 13 Wed 24th October
 Year 14 Wed 24th October

Dates and times may have to be amended due to ongoing industrial action

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 are currently in the process of introducing the SIMS Learning Gateway which allows pupils (and their parents) to see what homeworks have been set for them at any time through an App or via the Internet. Some year groups will continue to use the Student Planner which they are provided with at the start of the school year. Whichever method your child uses, we would ask that you check and sign each of the homeworks that your child completes. You are advised to stop your 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.

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 navy-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 or stitching.

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 or stitching. 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 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

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

Additional Notes

- 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.
- 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 regulations.

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.

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 the course of his / her education 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 first of the five stages laid out in 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 MidYis, Group Reading and Spelling tests. This may also lead to a pupil being identified as having a specific difficulty and being placed on the SEN register.

MEAL ARRANGEMENTS

The Canteen, which is supervised by staff, currently operates a self-service, cash-free cafeteria, offering a choice of cold snacks and hot meals. Pupils bringing packed lunches will eat these in social space assigned to their particular 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.

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 have to 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

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. In order 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 15 minutes from 8:50 a.m. to 9.05 a.m.

In Key Stage 3, Tutors will also meet with their Form Class for an additional 35minute period during the week. 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 areas such as welfare, uniform, behaviour, academic progress, attendance and parental contact. The Form Tutor will ensure that all pupils understand the rules and the rationale underpinning them.

The Pastoral System is under the supervision of the Principal – Mr. Allen – who meets with the Heads of Year at regular junctures during the year.

Mrs. O'Connell is the Designated Teacher for Child Protection. Issues to do with child protection need to be immediately passed on to the Deputy Designated Teachers - Mr. Gault & Mrs. McGowan. The Designated Teacher takes the lead in providing training for all staff on child protection guidelines, and also makes appropriate presentations to pupils on such issues.

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.

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

Rugby	Hockey
Cricket	Tennis
Football	Cadets
Athletics	Canoeing
Badminton	Gymnastics
Orienteering	Scripture Union
Fencing	Community Service
Debating	Chess Club
Swimming	Junior Magistrates
Sailing	Public Speaking
Health Committee	Ski Trip
Yoga	French Trip
Drama	Choirs
DJing	Bar Mock Trial
Duke of Edinburgh Award Scheme	

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.

FEES

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. There is also a Capital Fee of £15 per annum charged in the Autumn Term only. This is charged to enable the school to pay off loans previously undertaken for capital build projects.

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.

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.

MOBILE PHONES

While Foyle College allows pupils to bring their phones to school, the school has the following policy:

Phones must never be used to send or receive messages, or to make or receive calls, or to use social networks, etc., during class time. The easiest way to ensure this rule is complied with is to have the phone **SWITCHED OFF** during class time.

Phones should never be used to record audio or visual material without the prior permission of the person being recorded or photographed. Such material should not be shared, for example on a social network or through an email or as part of a message.

Teachers have the right to confiscate a phone for a fixed period, this may include the phone being placed in one of the School Offices for collection by a parent.

Teachers may request that they be shown a message or image on a mobile phone; this is a reasonable request, in line with the school's discipline policy. Teachers may also search through the contents of a mobile phone if they suspect it has been used for an inappropriate purpose, such as capturing images of other pupils or staff without permission, or sending offensive messages.

Pupils who do not wish to comply with this policy should not bring a phone to school. Bringing a phone will be taken as an indication that the pupil will abide by the policy.

This message is displayed in all classrooms:



IF YOU USE IT YOU COULD LOSE IT! First

offence: for the duration of the lesson;

Second offence: for the rest of the day;

Repeated offences: until a parent collects it.

DATES 2018 / 2019

Dates of Terms will be as follows:

Autumn Term

Mon 3rd Sept 2018 – Fri 21st Dec 2018

Half-Term Week

Mon 29th Oct – Fri 2nd Nov 2018
Fri 16th Nov 2018 (Baker Day)

Spring Term

Wed 2nd Jan 2019 - Fri 12th April 2019

Open Evening

Thurs, 10th January 2019
(6.30pm)

Mon 18th Feb 2019 (SDD)

Half Term

Tues 19th Feb – Fri 22nd Feb 2019

St Patrick's Day

Mon 18th March 2019

Thurs, 11th April 2019 (Baker Day_

Summer Term

Mon 29th April – Fri 28th June, 2019

May Day

Mon 6th May 2019 (May Day)

Mon 27th May 2019
(SDD)

The school calendar is available via the school website and is updated at the beginning of each term.



FOYLE COLLEGE



FOYLE COLLEGE

Prospectus 2019

Section 2

The Curriculum

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

Section 2



FOYLE COLLEGE

THE CURRICULUM

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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.

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.

KS3 TIMETABLE ALLOCATION

AREA OF LEARNING	SUBJECT	Year 8	Year 9	Year 10
The Arts	Art & Design	2	2	2
	Music	2	2	2
English & Literacy	English	6	6	6
Environment & Society	Geography	3	3	3
	History	3	3	3
Learning for Life & Work	Home Economics	2	2	2
	PSHE	2	2	2
	Careers			1
Mathematics & Numeracy	Mathematics	6	5	5
Modern Languages	French	5	3	3
	Spanish		3	3
Physical Education	Physical Education	3	3	3
Science & Technology	Biology			2
	Chemistry			2
	Physics			2
	Science	6	6	
	Technology & Design	2	2	2
	ICT	2	2	2
Religious Education	Religious Education	2	2	1
TOTAL		46	46	46

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 four general and applied subjects at GCSE level. Every pupil takes a combination of compulsory core subjects and additional optional subjects, leading to eight, nine or ten full GCSE courses and one short course GCSE, as well as non-examinable classes in Games and PSHE. All courses at Key Stage 4 follow CCEA GCSE specifications. The one exception is WJEC Geology.

Core Subjects

- English Language and English Literature ¹
- Mathematics or Mathematics + Further Mathematics & Digital Technology ²
- Single Award Science or Double Award Science or Three Sciences (Biology, Chemistry and Physics)
- Religious Studies Short Course ³

Optional Subjects

- Art & Design
- Business Studies
- Digital Technology
- Drama
- French
- Further Mathematics
- Geography
- Geology
- Health & Social Care
- History
- Hospitality
- Journalism
- Moving Image Arts
- Music
- Physical Education
- Religious Studies Full Course
- 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.

KS4 Year 11 TIMETABLE ALLOCATION

GCSE Grades		SUBJECT	Periods
Core	1	English Language	6
	1	English Literature	
	1	Mathematics	
	½	Religious Studies Short Course	
Science	1	Single Award Science + Extra Core Support	9
	2	Single Award Science + Digital Technology Double Award Science	
	3	Biology + Chemistry + Physics	12
Option A	1	Further Mathematics	2
	2	Further Mathematics + Digital Technology	5
	1	Art & Design	
		Digital Technology	
		Geography	
		Music	
		Spanish	
Technology & Design			
Option B	1	Business Studies	5
		French	
		History	
		Hospitality	
		Music	
		Physical Education	
		Spanish	
		Technology & Design	
Option C	1	Digital Technology	5
		Geography	
		Geology	
		Health & Social Care	
		History	
		Spanish	
		Technology & Design	
Option D	1	Art & Design	5
		Business Studies	
		Drama	
		French	
		Geography	
		History	
		Moving Image Arts	
		Religious Studies Full Course	
		Spanish	
Other	0	Physical Education - Games	3
		PSHE	1
TOTAL	9-10		46

KS4 Year 12 TIMETABLE ALLOCATION

GCSE Grades	SUBJECT	Periods
Core	1 English Language	6
	1 English Literature	
	1 Mathematics	6
	1 SA Science or Biology or Chemistry or Physics	5
	½ Religious Studies Short Course	1
Option A	2 Further Mathematics + Digital Technology	5
	1 Art & Design	
	1 Digital Technology	
	1 Geography	
	1 Music	
	1 Spanish	
Option B	1 Art & Design	4
	1 Biology	
	1 Chemistry	
	1 Geography	
	1 Health & Social Care	
	1 Physics	
	1 Technology & Design	
Option C	1 Business Studies	5
	1 French	
	1 Geography	
	1 Geology	
	1 History	
	1 Hospitality	
	1 Physics	
	1 Technology & Design	
Option D	1 Biology	5
	1 Business Studies	
	1 French	
	1 History	
	1 Moving Image Arts	
	1 Music	
	1 Religious Studies Full Course	
	1 Spanish	
Option E	1 Chemistry	5
	1 Digital Technology	
	1 French	
	1 History	
	1 Journalism	
	1 Physical Education	
	1 Spanish	
Other	0 Physical Education - Games	3
	0 PSHE	1
TOTAL	9-10	46

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
- Health & Social Care
- Information Technology BTEC
- Music
- Sports & Active Leisure Industry
- 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 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.

KS5 Year 13 AS TIMETABLE ALLOCATION

AS/A2 Grades		FOYLE SUBJECTS	EXTERNAL SUBJECTS	Periods
Option A FLC Common Block	1	Art & Design	Government & Politics	9
		Biology	Journalism & Media Studies	
		Geography	Moving Image Arts	
		Mathematics	Software Systems Development	
		Physics	Spanish	
		Religious Studies	Travel & Tourism BTEC	
		Technology & Design		
Option B FLC Common Block	1	Biology	Government & Politics	9
		Business Studies	Health & Social Care	
		Digital Technology	Journalism & Media Studies	
		French	Software Systems Development	
		History		
		Mathematics		
		Sports Science		
Option C FLC Individual Pupils	1	Business Studies	History	9
		Chemistry		
		English Literature		
		Geography		
		Health & Social Care		
		IT BTEC		
Option D FLC Individual Pupils	1	Biology	Engineering BTEC	9
		Geography		
		History		
		Mathematics		
		Music		
		Religious Studies		
		Spanish		
Technology & Design				
Other	0	Private Study		6
		Physical Education - Games		3
		PSHE		1
TOTAL	3-4			46

KS5 Year 14 A2TIMETABLE ALLOCATION

AS/A2 Grades		FOYLE SUBJECTS	EXTERNAL SUBJECTS	Periods
Option A FLC Common Block	1	Art & Design	Engineering BTEC	9
		Business Studies	Health & Social Care	
		Chemistry	Hospitality BTEC	
		Geography	Journalism & Media Studies	
		IT BTEC		
		Physics		
		Spanish		
Option B FLC Common Block	1	Biology	Drama & Theatre Studies	9
		History	Health & Social Care	
		Mathematics	Journalism & Media Studies	
		Music	Moving Image Arts	
		Physics	Software Systems Development	
		Religious Studies	Travel & Tourism	
		Technology & Design		
Option C FLC Individual Pupils	1	Biology	German	9
		French		
		Geography		
		Geology		
		History		
		Mathematics		
		Technology & Design		
Option D FLC Individual Pupils	1	Biology		9
		Business Studies		
		Digital Technology		
		English Literature		
		Health & Social Care		
		Mathematics		
		Sports Science		
Other	0	Private Study		6
		Physical Education - Games		3
		PSHE		1
TOTAL	3-4			46

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. The target date for full implementation of the Entitlement Framework is September 2015 by which point all pupils aged 14 and above should have access to 24 subjects at KS4 (of which at least one third should be general and at least one third applied) and 27 subjects at AS/A2 level (of which at least one third should be general and at least one third applied).

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.

Additional Courses

- Business Studies (BTEC)
- Drama & Theatre Studies
- Engineering (BTEC)
- German
- Government & Politics
- Hospitality (BTEC)
- Irish
- Journalism
- Moving Image Arts
- 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 more exact about the combinations of subjects that can now be studied.

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 or the Curriculum Vice-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 Western Education and Library Board.



FOYLE COLLEGE

Prospectus 2019

Section 3

External Examination Results And Attendance

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



FOYLE COLLEGE

Section 3

EXTERNAL EXAMINATION RESULTS & ATTENDANCE

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SUMMARY OF KS3 CROSS-CURRICULAR SKILLS RESULTS 2017-18

Cross Curricular Skill	Communication		Using Mathematics		Using ICT	
	School	NI	School	NI	School	NI
% achieving level 5 or above	NR	74	NR	72	NR	73
% achieving level 6 or above	NR	42	NR	44	NR	23

Data from 2012/13 are based on the new Levels of Progression; these results are not directly comparable with Key Stage Assessment outcomes from previous years. 2017/18 figures have been produced based on submitted returns from approximately 32% of post primary schools.

NUMBER OF PUPILS IN YEAR 12 2017-18

Number of pupils in Year 12	Number of pupils with statements of special educational needs
124	4

SUMMARY OF GCSE RESULTS 2017-18

% 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
100	84.8	100	94.9

COMPARISON OF GCSE RESULTS WITH THE NI AVERAGES 2014-15 TO 2016-17

	2014-15		2015-16		2016-17	
	School	NI Grammar	School	NI Grammar	School	NI Grammar
% achieving 7 or more A*-C grades including English and Mathematics	85.2	92.1	82.6	91.0	87.5	90.3
% achieving 5 or more A*-C grades including English and Mathematics	91.4	95.0	93.9	94.1	94.2	96.5

SUMMARY OF GCSE SUBJECT RESULTS 2017-18

Subject	Entries	% of pupils achieving grades								
		A*	A	B	C	D	E	F	G	U
Art & Design	11	9	0	27	46	18	0	0	0	0
Biology	68	16	37	44	3	0	0	0	0	0
Business Studies	27	7	37	26	19	7	4	0	0	0
Chemistry	61	16	28	34	20	2	0	0	0	0
Design and Technology	29	0	24	31	28	14	0	3	0	0
Engineering	14	0	14	29	14	29	14	0	0	0
English Language	121	10	32	43	14	1	0	0	0	0
English Literature	99	13	24	30	30	2	0	0	0	0
French	52	19	23	21	19	14	2	2	0	0
Geography	64	14	28	20	22	6	3	3	0	3
Geology	15	20	47	27	0	0	0	0	0	7
Health & Social Care	20	0	5	15	50	30	0	0	0	0
History	50	18	30	22	14	10	2	0	2	2
Hospitality & Catering	10	10	20	50	10	0	0	0	10	0
ICT Full Course	33	9	49	15	21	3	0	0	3	0
ICT Short Course	60	17	62	20	2	0	0	0	0	0
Mathematics	121	23	38	26	11	2	1	0	0	0
Mathematics Further	55	35	31	29	4	0	0	2	0	0
Moving Image Arts	11	0	0	27	64	9	0	0	0	0
Music	26	15	50	27	4	4	0	0	0	0
Physics	62	16	39	24	18	3	0	3	0	0
RE Full Course	15	33	47	13	7	0	0	0	0	0
RE Short Course	106	14	33	14	8	8	7	4	5	7
Science Single Award	19	0	21	21	53	0	0	5	0	0
Spanish	56	13	11	30	30	11	5	0	0	0
Sport/PE Studies	17	12	29	24	24	6	0	0	0	6

NUMBER OF PUPILS IN YEARS 13 & 14 2017-18

Number of pupils in Years 13 and 14	Number of pupils with statements of special educational needs
192	1

SUMMARY OF GCE A-LEVEL RESULTS 2017-18

Number of pupils in Year 14	% achieving 3 or more A*-C grades	% achieving 2 or more A*-E grades
90	64.0	100

COMPARISON OF GCE A-LEVEL RESULTS WITH NI AVERAGES 2014-15 to 2016-17

	2014-15		2015-16		2016-17	
	School	NI Grammar Schools	School	NI Grammar School	School	NI Grammar Schools
% achieving 3 or more A*-C grades	80.0	77.0	81.6	76.3	68.5	78.1
% achieving 2 or more A*-E grades	100	99.7	100	99.5	100	99.7

SUMMARY OF GCE A-LEVEL SUBJECT RESULTS 2017-18

Subject	Entries	% of pupils achieving grades						
		A*	A	B	C	D	E	U
Art & Design	6	0	17	33	17	17	17	0
Biology	28	14	32	7	4	25	7	11
Business Studies	25	0	24	24	40	12	0	0
Chemistry	14	14	43	29	14	0	0	0
Design & Technology	14	0	7	43	21	21	7	0
Digital Technology	13	0	15	8	38	8	23	8
English Literature	9	22	11	33	22	11	0	0
English Literature *	1	0	0	0	100	0	0	0
French	5	0	20	60	20	0	0	0
Geography	26	8	19	46	12	12	4	0
Geography *	2	0	0	100	0	0	0	0
German *	1	100	0	0	0	0	0	0
Health & Social Care	11	0	9	73	18	0	0	0
Health & Social Care *	1	0	100	0	0	0	0	0
History	18	6	11	22	33	17	11	0
ICT Applied	5	0	40	20	40	0	0	0
Journalism *	1	0	0	100	0	0	0	0
Mathematics	28	11	39	25	14	7	4	0
Mathematics Further *	1	0	100	0	0	0	0	0
Moving Image Arts *	3	0	0	33	67	0	0	0
Music	6	0	0	83	17	0	0	0
Physics	13	0	15	31	15	15	8	15
Religious Studies	22	5	5	55	32	5	0	0
Religious Studies *	1	0	0	100	0	0	0	0
Science: Geology	8	0	25	25	25	0	25	0
Software Systems *	1	0	0	100	0	0	0	0
Spanish	6	0	17	50	17	17	0	0
Sport/PE Studies	7	0	14	14	71	0	0	0

Note: Subjects marked with * were delivered by other schools.

ATTENDANCE RATE 2015-16 to 2017-18

Year	% attendance
2015-16	94.6
2016-17	95.4
2017-18	94.9

SUMMARY OF DESTINATIONS OF SCHOOL LEAVERS 2017-18

Total number of leavers from Years 12, 13 and 14

126

Destination	% of school leavers
Other school	8.7
Job Skills	1.6
Further Education	19.0
Higher Education	61.1
Employment	4.0
Apprenticeship	4.0
Emigrated	0.8
Other	0.8
Unknown	0