



KS5 Parental Handbook

2026 - 2027

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PRINCIPAL'S FOREWORD

Dear Parents and Carers

Many thanks for your attendance this evening and I hope you will find it an informative and useful start to the academic year.

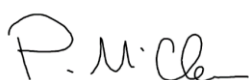
The link between school, home, and young people, is the cornerstone of providing each child with the opportunity to reach their full potential. Pupils face many challenges in the modern world, and I am pleased to say that our school provides a wide range of support, that helps them navigate the personal, academic and social journeys they are on.

Ensuring that parents and families have a clear understanding of the educational provision, including the demands of courses of study, the timing of assessments and coursework, and the opportunities available to young people, is conducive to each young person making progress towards their personal and academic targets.

School Priorities

As I start my fifth year in St. Mary's Grammar School, I am grateful to our entire school community of pupils, parents, staff and governors for their support in ensuring our school continues to thrive.

We are at an important juncture in the life of St. Mary's, as we approach our celebrations of 100 years of legacy, heritage and success, as well as look to the future, to ensure our provision meets the needs of every child in a rapidly changing world. To that end, we have used our parent, pupil and staff surveys, as well as robust self-evaluative processes to identify our key priorities for focus over the next three years.



Mr P. McClean
Principal

St. Mary's
Grammar School, Magherafelt.



SCHOOL PRAYER

God our Father, we ask you to bless our school community and all who work here. Nurture us in a sense of true respect, compassion, humility, and integrity.

May St. Mary's always be a place of great discovery, adventure and creativity, where we love to learn and learn to love. Make our school a place where everyone is deeply respected and all are deeply valued.

O Holy Mary, Mother of God, Queen of Heaven and Earth, teach us to find our peace in your Son Jesus, and bless us every day of our lives. Holy Spirit open our minds and hearts to learn from one another and grow in friendship as we journey in faith and love.

Gloria Deo Soli.

Amen

SCHOOL VISION

Gloria Deo Soli, realised through nurturing a community of faith, excellence and service, guided by Catholic values.

The St. Mary's Grammar School mission is to:

- create a vibrant, living faith, community where everyone is encouraged to live the Gospel values and to contribute to the Catholic ethos of the school;
- provide young people with opportunities that allow them to develop their unique skills, gifts and talents and to flourish as individuals, in the service of others;
- provide a safe, supportive environment for our entire school community, which promotes the inclusion, equity, and equality of all;
- provide a rich and progressive curriculum, supported by excellent learning and teaching, to empower young people in their academic aspirations and endeavours;
- offer meaningful and innovative experiences and opportunities that enrich and extend learning beyond the curriculum;
- celebrate, enjoy and contribute to the richness of Irish culture and heritage through language, music, dance and sport;
- offer diverse experiences for young people to develop their leadership skills in a manner that reflects the St. Mary's values;
- empower St. Mary's staff to strengthen and share their expertise, through tailored professional development and by building collaboration with partners;
- celebrate and work in close partnership with our wider school community of parents, alumni, local businesses and other stakeholders, to enable young people to thrive.

SHARED VISION, SHARED EFFORT, SHARED SUCCESS

CORE VALUES

The work of our school is underpinned by our Core Values of Respect, Compassion, Humility, and Integrity.

St. Mary's is a school that:

- is proud of its ethos and values;
- promotes the happiness of pupils;
- cares for our pupils;
- supports learning;
- listens;
- nurtures excellence in learning;
- provides excellence in teaching
- develops leadership;
- personalises learning;
- has ambition for the future;
- offers a rich and varied extra-curricular programme;
- looks beyond its borders; and
- celebrates success.



DEVELOPING OUR PARTNERSHIP WITH PARENTS

To enable you to engage in your child's learning and with the school, we will provide:

- A comprehensive Parents' Handbook for parents/guardians of Key Stage 5 pupils;
- up-to-date school information on the school website;
- an annual Parent-Teacher Meeting;
- regular progress reports as part of our Pupil Progress Review process;
- prompt consultation with you if we need to discuss your child's progress; and
- representation on the Board of Governors through the Parent Governor.

To help us, we ask you to:

- encourage your child to follow the Code of Conduct and expectations as outlined in the Pupil Planner and the school's Positive Behaviour for Learning policy;
- advise us if you become concerned about any aspect of your child's progress;
- inform us of any changes in personal circumstances (e.g. address / contact numbers / domestic circumstances etc.);
- inform us of any unavoidable planned absences from school;
- refrain from requesting holidays during term-time; and
- respond promptly to school communications requesting parental contact with the school.

CARE, GUIDANCE AND SUPPORT

Effective home-school communication will help ensure your child makes the expected progress and is fully supported on their journey through AS/A2 study.

The following members of staff will be available to provide care, guidance and support to your child, as required, throughout Key Stage 5.

SENIOR LEADERSHIP TEAM

Principal	Mr P McClean
Vice Principal	Mrs N McCann
Vice Principal	Mr P McVey
Head of Key Stage	Mr W McPhilomey

KEY STAGE 5 PASTORAL TEAMS

YEAR 13		YEAR 14	
Head of Year	Mrs U McNeill	Head of Year	Mr R Devlin
13A	Mrs L Scullion	14A	Mrs S Johnston
13B	Mr M Tracey	14B	Mrs K Loughran-Fulton
13C	Mrs J Kearns	14C	Mr J McElholm
13D	Mrs C Hillen Mr S O'Connor (Wed/Thurs)	14D	Mrs A Stevenson
13E	Mrs G Gartland Mr P Brolly (Wed)	14E	Miss L Coburn
13F	Mrs A O'Hagan	14F	Mr D Mobbs

Additional support, as necessary, will also be available from the following members of staff:

Learning Support Coordinator	Mrs R McComb
Pupil Health Officer	Mrs A Mulholland
Designated Teachers for Child Protection	Mr G Quinn
Deputy Designated Teachers for Child Protection	Mrs N McCann Mr P McVey Mr W McPhilomey Mrs AM Anderson Mrs S Higgins
School Counsellors	Mrs M O'Neill Mr H MacOscar

FORM TEACHER AND HEAD OF YEAR

Pupils meet with their Form Teacher on a daily basis and attend a weekly Year Group Assembly with their Head of Year. Additionally, the Form Teacher will meet with the Form Class during timetabled lessons for Learning for Life and Work which includes Personal Development, Local and Global Citizenship and Employability.

LEARNING SUPPORT CO-ORDINATOR

There is a Learning Support Co-ordinator (LSC) who is responsible for managing all aspects of SEND provision within the school. The LSC liaises with a range of external professionals and agencies, as appropriate, to ensure that the Special Educational Needs of pupils are met.

PUPIL HEALTH OFFICER

We are fortunate to have a Pupil Health Officer who tends to the medical and health needs of pupils on a daily basis. If your child has a particular medical condition or needs to take medication in school, it is important that this information is shared with the school.

SAFEGUARDING

The Designated Teacher for Child Protection is Mr G Quinn (Senior Leader). The Deputy Designated Teachers for Child Protection are Mr P McClean (Principal), Mrs N McCann (Vice Principal), Mr P McVey (Vice Principal), Mr W McPhilomey (Senior Leader), Mrs AM Anderson (Head of Year 8) and Mrs S Higgins (Head of Year 12).

SCHOOL COUNSELLING

All pupils have access to an independent professional counselling service. This service is an integral part of the school's pastoral care system. Pupils may arrange an

appointment with the School Counsellor through confidential self-referral or by speaking to Mrs Anderson, Mr McVey, their Form Teacher, Head of Year, or Senior Leader.

A secure Referral Box is discreetly located close to the Pupil Reception for pupils who wish to confidentially make an appointment with the School Counsellor. The School Counsellor will be introduced to pupils during an assembly early in the first term.

PARENTAL SUPPORT

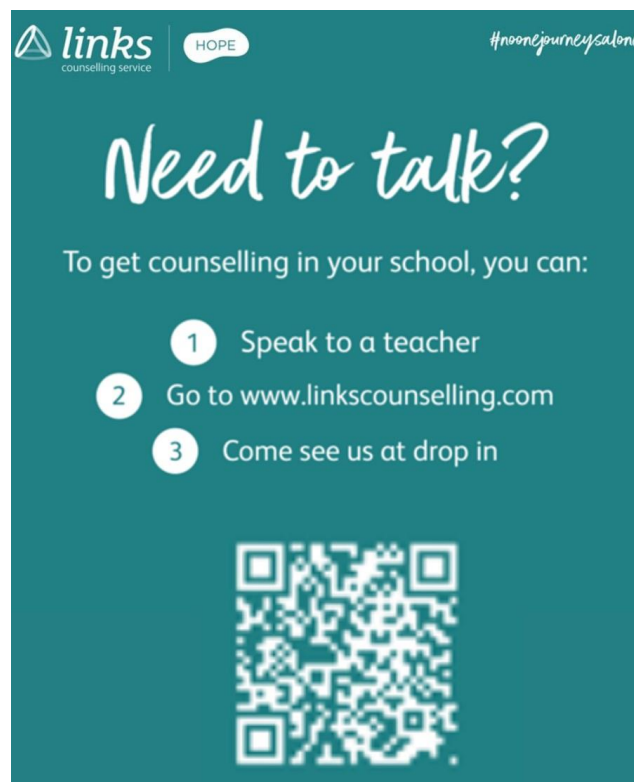
Parental support for issues that arise that may impact on your child's wellbeing can be found at: <https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/>

Your first point of contact about issues that arise of a pastoral nature should be your child's form teacher.

Academic concerns about a specific subject should be addressed with your child's subject teacher in the first instance.

PROMOTING PUPIL WELL-BEING

At St. Mary's, we know that positive health and wellbeing are essential factors for our pupils to thrive. As a "Take 5" school we encourage pupils to be proactive in looking after both their physical and emotional health.





Most of us know when we are mentally and physically well, but sometimes we need a little extra support to keep well.

There are five simple steps to help maintain and improve your wellbeing. Try to build these into your daily life – think of them as your ‘five a day’ for wellbeing.



Connect

Connect with the people around you: family, friends, colleagues and neighbours at home, work, school or in your local community. Think of these relationships as the cornerstones of your life and spend time developing them. Building these connections will support and enrich you every day.



Be active

Go for a walk or run, cycle, play a game, garden or dance. Exercising makes you feel good. Most importantly, discover a physical activity that you enjoy; one that suits your level of mobility and fitness.



Take notice

Stop, pause, or take a moment to look around you. What can you see, feel, smell or even taste? Look for beautiful, new, unusual or extraordinary things in your everyday life and think about how that makes you feel.



Keep learning

Don't be afraid to try something new, rediscover an old hobby or sign up for a course. Take on a different responsibility, fix a bike, learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy. Learning new things will make you more confident, as well as being fun to do.



Give

Do something nice for a friend or stranger, thank someone, smile, volunteer your time or consider joining a community group. Look out as well as in. Seeing yourself and your happiness linked to the wider community can be incredibly rewarding and will create connections with the people around you.

TOOLED UP EDUCATION

DEAR PARENTS AND CARERS

You have been gifted annual access to the **Tooled Up Education Platform**, designed to provide you with holistic parenting resources throughout your child's educational journey at their school.



MRLP Pastoral Event 2026



HELPING TEENS THRIVE

Supporting Young People in
a Complex World



MRLP

MAGHERAFELT & RURAL LEARNING PARTNERSHIP

SAVE THE DATE



Thursday 22.10.26 | 7pm

St. Mary's Grammar School
Magherafelt

Academic pressure.



Social media.



Friendships.



Anxiety.



Identity.



The future.

**Today's teenagers are growing up
in a world unlike any before.**

Join leading experts in psychology, education
and youth mental health for an evening of
practical advice, evidence-informed insight
and real conversations designed to help
parents support young people with confidence.



KEY STAGE 5 EXAMINATION RESULTS

At St. Mary's we pride ourselves on excellent AS and A2 performance

- In August 2026, 93% of students achieved A* - C
- In August 2026, 50% of all grades were A*/A



KEY STAGE 5 CURRICULUM OVERVIEW 2026-27

At Key Stage 5, pupils study three or four AS and A2 subjects. We operate a fortnightly table on the basis of Week One and Week Two, with 50 minute lessons. KS5 pupils will have eleven 50 minute lessons in each of their chosen subjects. They also participate in one lesson of Careers and one lesson of Personal Development per fortnight.

When pupils are not in timetabled class they will have study periods in the Library, for Y13 pupils, and the Study Centre, for Y14 pupils. These are dedicated, supervised study spaces with computer and printing facilities to ensure pupils have every opportunity to stay organised and focused and achieve their potential.

INTERNAL ASSESSMENT ARRANGEMENTS

At Key Stage 5, pupils will complete three assessments throughout the year. Pupils will complete two assessments in the first term and one assessment during the second term, as outlined below.

ASSESSMENT	TIME	TYPE OF ASSESSMENT
Assessment 1	October	Continuous Monitoring Task
Assessment 2	End of November/Early December	Examination
Assessment 3	March	Continuous Monitoring Task

These assessments are for monitoring purposes and allow us to identify underachievement and introduce intervention and support strategies where necessary. These do not contribute to the external grade achieved by your child.

REPORTING TO PARENTS

Throughout the year, you will receive three Progress Reports for your child, as outlined below.

Key Stage	Date of Report	Information Provided in Report
Key Stage 5	October 2026	Progress Report 1: Data relating to pupil performance in assessments in Term 1 to include Form Tutor comment.
	January 2027	Progress Report 2: Full written report to include data relating to pupil performance in assessments in Term 1 and teacher comments
	March 2027	Progress Report 3: Data relating to pupil performance in assessments to date

PARENT TEACHER MEETING

Year 13 and 14 Parent Teacher Meetings: Thursday 15 October 2026 - 4.30pm-6.30pm

GUIDANCE ON HOMEWORK

Homework is a vital part of the learning process; helping pupils to consolidate learning, deepen understanding, revise content, and conduct further research. Homework is key to developing the skills of independent learning and ensuring pupils have autonomy over their own learning.

At KS5, effective learners:

- Complete a minimum of two hours' homework each evening
- Complete all homework set by their teachers
- Complete independent study such as, creating synthesised notes, completing wider reading, creating mind maps
- Work in a quiet space with minimal distractions
- Leave their mobile phone in a different room

STUDY SKILLS

- Ensure your child has an effective study environment and encourage healthy study habits. To optimise focus, students need a quiet, tidy study space with minimal distractions. Encourage them to take regular breaks, exercise and rest.
- Engage in discussions with your child about their short, medium and long term goals. This ensures pupils have ownership of their own learning and provides
- Help your child create a comprehensive long and short term revision plan, and support them in sticking to it. The long-term plan should run for at least six weeks before the exam period commences and should be a general plan which lists the topics and booklets that need to be revised in each subject and when these will be addressed (on a weekly basis).

- The short-term plan should be constructed each week. It should be detailed and specific and should include all the times that a pupil is not available for study due to other commitments. It should be realistic and a working document that will help support your child organise themselves and their revision. It should include opportunities to revisit prior learning regularly to ensure it enters the long term memory. Strategic use of past papers will enable pupils to identify areas of concern which should be targeted and addressed through their own revision and by seeking help from their subject teacher if needed.
- Help your child to choose the right revision methods. Much more time should be dedicated to retrieval and recall, rather than re-reading. Revision should be active, rather than passive. Effective revision sessions should involve your child checking that they understand all the material they are covering, condensing the information to key points, using mind-maps, flow charts etc. and memorising key points.
- Engage your child in a positive dialogue about revision, asking them to tell you about what they are learning. The opportunity to verbalise learning helps to synthesise information and consolidate knowledge.

THE BEST STUDY METHODS

SYNTHESISED NOTE TAKING – rather than copying notes directly from a revision guide or textbook, summarise the information in your own words into another format e.g. mind-map, flow-chart, timeline.

KNOWLEDGE DOWN-LOADS/BRAIN DUMPS – before re-reading any notes, take a blank sheet of paper and write down everything you already know about this topic from memory. Then, fill in the gaps in knowledge by revisiting what you don't yet know.

SELF-QUIZZING - use flash cards, look-cover-write-check, quiz with a friend or use learning apps to regularly test and practise your knowledge of current and prior learning.

PRACTICE EXAM-STYLE QUESTIONS – use revision guides, textbooks and past papers to practise timed exam-style questions, without your notes. Use the mark schemes to self-correct and identify question types/patterns/weaker areas.

EXPLAIN YOUR LEARNING – try and practise explaining a topic or concept you are learning about to someone else, and attempt to answer their questions. This will help you assess what you know and where the gaps in your understanding are.

INTERLEAVING AND RETRIEVAL PRACTICE– You need to constantly revisit previous learning – don't forget that you forget. Mixing up your topics and subjects and always revisiting and recalling previously learned material will make sure your memories are retained in the long-term.

Study facilities will be available for all KS4 & 5 pupils every Tuesday, Wednesday and Thursday evening to 6pm in the school library. These sessions will be supervised by the Principal or Vice Principals and will run throughout Term 2 and 3.

EXAM AND CA INFORMATION

SUBJECT	UNIT TITLE	NATURE OF ASSESSMENT	%	YEAR STUDIED	EXAMINATION DATE
Art and Design	AS Unit 1: Experimental Portfolio	Internal Assessment External Moderation	50% (AS) 20% (A2)	13	September - February
	AS Unit 2: Personal Outcome		50%(AS) 20% (A2)	13	February- May
	A2 Unit 1: Personal and Critical Investigation (Practical)		40%(A2) 24% A Level	14	September - February
	A2 Unit 1: Personal and Critical (Written Investigation)	External Assessment	20% (A2) 12% A Level	14	September - December
	A2 Unit 2: Thematic Outcome	Internal Assessment External Moderation	40% (A2) 24% (A Level)	14	February- May
Biology	AS1: Molecules and Cells	External exam: 1hr 30 Mins	37.5% (AS) 15% (A2)	13	Friday 07 May 2027 1:30pm – 3:30pm
	AS2: Organisms and Biodiversity	External exam: 1hr 30 Mins	37.5 (AS) 15% (A2)	13	Thursday 20 May 2027 9:15am – 10:45am
	AS3: Practical Skills in AS Biology	External exam: 1 hr	25% (AS) 10% (A2)	13	Wednesday 26 May 2027 1:30pm – 2:30pm
	A21: Physiology, Co-ordination and Control, and Ecosystems	External exam: 2hr 15 mins	24%	14	Monday 24 May 2027 1:30pm – 3:45pm
	A22: Biochemistry, Genetics and Evolutionary trends	External exam: 2 hr 15 mins	24%	14	Friday 11 June 2027 9:15am – 11:30am
	A23: Practical Skills in Biology	External exam: 1hr 15 mins	12%	14	Friday 18 June 9:15am – 10:30am

SUBJECT	UNIT TITLE	NATURE OF ASSESSMENT	%	YEAR STUDIED	EXAMINATION DATE
Business Studies	AS1: Introduction to Business	External exam: 1hr 30 mins	50% (AS) 20% (A Level)	13	Friday 14 May 2027 1:30pm - 3:00pm
	AS2: Growing the Business	External exam: 1hr 30 mins	50% (AS) 20% (A Level)	13	Thursday 20 May 2027 1:30pm - 3:00pm
	A21: Strategic Decision Making	External exam: 2hrs	30%	14	Tuesday 25 May 2027 1:30pm - 3:30pm
	A22 : The competitive Business Environment	External exam: 2hrs	30%	14	Tuesday 8 June 2027 1:30pm - 3:30pm
Chemistry	AS 1: Basic Concepts in Physical and Inorganic Chemistry	External exam: 1hr 30 mins	40% of AS 16% of A level	13	Tuesday 11 th May 9.15-10.45 am
	AS 2: Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry	External exam: 1hr 30 mins	40% of AS 16% of A level	13	Tuesday 18 th May 9.15-10.45 am
	AS 3: Basic Practical Chemistry	2 External exams: 1hr 15 mins each	20% of AS 8% of A level	13	AS3A: Friday 30 th April 9.15-10.30am AS3B: Thursday 27 th May 1.30-2.45
	A2 1: Further Physical and Organic Chemistry	External exam: 2 hrs	40% of A2 24% of A level	14	Friday 28 th May 9.15-11.15am
	A2 2: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry	External exam: 2 hrs	40% of A2 24% of A level	14	Wednesday 9 th June 9.15-11.15am

SUBJECT	UNIT TITLE	NATURE OF ASSESSMENT	%	YEAR STUDIED	EXAMINATION DATE
	A2 3: Further Practical Chemistry	2 External exams: 1hr 15 mins each	20% of A2 12% of A level	14	A23A: Thursday 6 th May 9.15-10.30am A23B: Wed 16 th June 9.15-10.30am
Construction BTEC	Unit 1: Construction Principles	External Exam: 1hr 30 mins	66% of Yr13	13	Thursday 13 May 2027 (AM)
	Unit 5: Health and Safety in Construction	Coursework	33% of Yr13	13	September- April
Digital Technology	AS 1: Approaches to Systems Development	External exam: 1hr 30 mins	50% (AS) 20% (A Level)	13	Friday 14 May 2027 9:15am – 10:45am
	AS 2: Fundamentals of Digital Technology	External exam: 1hr 30 mins	50% (AS) 20% (A Level)	13	Monday 24 May 2027 9:15am – 10:45am
	A2 1: Information Systems	External exam: 2hrs 30 mins	40%	14	Friday 04 June 2027 9:15am – 11:45am
	A2 2: Application Development	Internal assessment	20%	14	September - March
Drama & Theatre Studies (WJEC)	A2 1: Text in Action	Externally assessed.	36%	14	TBC-(usually March-April)
	A2 2: Text in Performance	External exam: 2hrs 30mins	24%	14	Monday 17 th May 2027
Economics	AS1: Markets and Market Failure	External exam: 1hr 30 mins	50% (AS) 20% (A Level)	13	Monday 10 May 2027 9:15am - 10:45am
	AS2: Managing the National Economy	External exam: 1hr 30 mins	50% (AS) 20% (A Level)	13	Monday 17 May 2027 9:15am - 10:45am

SUBJECT	UNIT TITLE	NATURE OF ASSESSMENT	%	YEAR STUDIED	EXAMINATION DATE
	A21: Business Economics	External exam: 2hrs	30%	14	Friday 21 May 2027 1:30pm - 3:30pm
	A22: Managing the Economy in a Global World	External exam: 2hrs	30%	14	Friday 28 May 2027 1:30pm - 3:30pm
Engineering (BTEC)	Unit 1: Engineering Principles	External Exam: 2 hrs	66% of Yr13	13	Thursday 20 th May 2027 (AM)
	Unit 2: Delivery of Manufacturing Processes Safely as a Team	Coursework	33% of Yr13	13	October 2026 - March 2027
	Unit 3: Product Design and Manufacture	External Exam: Part A (Internal): 3 hours Part B: 8 hours	66% of Yr14	14	Part A: 8 th , 9 th & 10 th December 2026 Part B: 12 th , 13 th & 14 th January 2027
	Unit 10: Computer Aided Design	Coursework	33% of Yr14	14	January 2027 – March 2027
English Literature	AS 1: The Study of Poetry 1900–Present and Drama 1900–Present	External exam: 2hrs	24%	13	Thursday 13 May 2027 9:15am – 11:15am
	AS 2: The Study of Prose Pre 1900	External exam: 1 hr	16%	13	Friday 21 May 9:15am – 10:15am
	A2 1: Shakespearean Genres	External exam: 1hr 30 mins	20%	14	Thursday 20 May 2027 9:15am – 10:45am
	A2 2: The Study of Poetry Pre 1900 and Unseen Poetry	External exam: 2 hrs	20%	14	Wednesday 26 May 2027 1:30pm – 3:30pm
	A2 3: Internal Assessment.	Internal assessment	20%	14	
Geography	AS1: Physical Geography	External exam: 1hr 15 mins	40% (AS) 16% (A level)	13	Tuesday 11 th May 2027 1:30pm – 3:00pm

SUBJECT	UNIT TITLE	NATURE OF ASSESSMENT	%	YEAR STUDIED	EXAMINATION DATE
	AS2: Human Geography	External exam: 1hr 15 mins	40% (AS) 16% (A level)	13	Wednesday 19 th May 2027 09:15am – 10:30am
	AS3: Fieldwork Skills and Techniques in Geography	External exam: 1hr	20% (AS) 8% (A level)	13	Tuesday 25 th May 2027 1:30pm – 2:30pm
	A21: Physical Processes, Landforms and Management	External exam: 1hr 30 mins	24% (A level)	14	Thursday 20 th May 2027 1:30pm – 3:00pm
	A22: Processes and Issues in Human Geography	External exam: 1hr 30 mins	24% (A level)	14	Thursday 27 th May 2027 1:30pm – 3:00pm
	A23: Decision Making in Geography	External exam: 1hr 30 mins	12% (A level)	14	Thursday 3 rd June 2027 1:30pm – 3:00pm
Health and Social Care	AS Unit 1 – Promoting Positive Care	Internal Assessment		13	February 2027
	AS unit 2 – Communication	Internal Assessment		13	February 2027
	AS Unit 3 – Health and Well being	External Exam		13	Wednesday 19 th May 1.30pm – 3.30pm
	A2 Unit 3 – Providing Services	External Exam		14	Monday 17 th May 1.30pm – 3.30pm
	A2 Unit 4 – Health promotion and public health	Internal Assessment		14	February 2027
	A2 Unit 5 – Supporting the family	Internal Assessment		14	February 2027
History	AS1: Option 5: Germany 1919–45	External exam: 1hr 30 mins	50% (AS) 20% (A level)	13	Wednesday 13 May 1.30pm - 3.00pm
	AS2: Option 5: Russia 1914–41	External exam: 1hr 30 mins	50% (AS) 20% (A level)	13	Monday 18 th May 1.30pm - 3.00pm

SUBJECT	UNIT TITLE	NATURE OF ASSESSMENT	%	YEAR STUDIED	EXAMINATION DATE
	A21: Option 4: The American Presidency 1901–2000	External exam: 1hr 15 mins	20% A level	14	Tuesday 19 th May 1.30pm - 2.45pm
	A22: Option 4: Partition of Ireland 1900–25	External exam: 2hrs 30 mins	40% A level	14	Tuesday 2 nd June 1.30pm -4.00pm
Irish	AS Irish Unit 1 Speaking	External exam	30% AS 12% A level	13	Monday 19 April - Tuesday 18 May 2027
	A2 Irish Unit 1 Speaking	External exam	18% A level	14	
	AS Irish Unit 2 Section A Listening (40m) AS Irish Unit 2 Sections B & C Reading & Use of Language (1hr 20m)	External exam External exam	40% AS 16% A level	13 13	Monday 24 May 2027 1.30pm - 3.45pm
	A2 Irish Unit 2 Section A Listening (45m) A2 Irish Unit 2 Section B Reading (2hrs)	External exam External exam	24% A level	14 14	Wednesday 2 June 2027 9.15am - 12.15pm
	AS Irish Unit 3 Extended Writing(1hr)	External exam	30% AS 12% A level	13	Thursday 3 June 2027 9.15am- 10.15am
	A2 Irish Unit 3 Extended Writing (1hr)	External exam	18% A level	14	Wednesday 16 June 2027 1.30pm- 2.30pm
Mathematics	AS1: Pure Mathematics	External exam: 1hr 45 mins	60% (AS) 24% (A level)	13	Thursday 13 May 2027 Wednesday 1:30pm – 3:15pm
	AS2: Applied Mathematics	External exam: 1hr 15 mins	40% (AS) 16% (A level)	13	Friday 21 May 2027 1:30pm – 2:45pm

SUBJECT	UNIT TITLE	NATURE OF ASSESSMENT	%	YEAR STUDIED	EXAMINATION DATE
	A21: Pure Mathematics	External exam: 2hrs 30 mins	36% A level	14	Wednesday 26 May 2027 9:15am – 11:45am
	A22: Applied Mathematics	External exam: 1hr 30 mins	24% A level	14	Wednesday 02 June 2027 1:30pm – 3:30pm
Moving Image Arts	AS 1: Realist and Formalist Techniques and the Classical Hollywood Style – Foundation Portfolio	Internal Assessment	60% of AS 24% of A level	13	September - April
	AS 2: Critical Response	External online exam: 1 hour 30 minutes	40% of AS 16% of A level	13	Tuesday 11 th May 9.15am - 10.45am
	A2 1: Creative Production and Research – Advanced Portfolio	Internal Assessment	36% of A level	14	September- April
	A2 2: Advanced Critical Response	External online exam: 2 hour 15 minutes	24% of A level	14	Tuesday 8 th June 9.15am - 11.45am
Physical Education	AS Unit 1: Exploring physical education	External exam: 1hr 45 mins	60% (AS) 24%(A Level)	13	Tuesday 11 th May 2027
	AS Unit 2: Improving personal performance in physical education	Internal Assessment	40% (AS) 16% (A Level)	13	TBC
	A2 Unit 3: Evaluating physical education	External exam: 2 hrs	36% A Level	14	Thursday 20 th May 2027
	A2 Unit 4: Refining personal performance in physical education	Internal Assessment	24% A Level	14	TBC
Physics	AS1: Forces, Energy and Electricity	Externally assessed written paper: 1 hour 45 mins	40% of AS 16% of A level	13	Wednesday 12 May 2027 9:15am – 11:00am

SUBJECT	UNIT TITLE	NATURE OF ASSESSMENT	%	YEAR STUDIED	EXAMINATION DATE
	AS2: Waves, Photons and Astronomy	Externally assessed written paper: 1 hour 45 mins	40% of AS 16% of A level	13	Wednesday 19 May 2027 1:30pm – 3:15pm
	AS3: Practical Techniques and Data Analysis	Externally assessed: 1.test of practical skills consisting of short tasks: 1 hour 2.separate paper requiring the analysis of experimental results: 1hour	20% of AS 8% of A level	13	Wednesday 5 May 2027 9:15am – 10:15am Friday 28 May 2027 1:30pm – 2:30pm
	A21: Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics	Externally assessed written paper: 2 hours	24% of A level	14	Monday 17 May 2027 9:15am – 11:15am
	A22: Fields, Capacitors and Particle Physics	Externally assessed written paper: 2 hours	24% of A level	14	Monday 7 June 2027 Wednesday 9:15am – 11:15am
	A23: Practical Techniques and Data Analysis	Externally assessed: 1.two experimental tests: 1 hour 2. written paper requiring the analysis of experimental results: 1 hour	12% of A level	14	Friday 7 May 2027 9:15am – 10:15am Monday 14 June 2027 9:15am – 10:15am

SUBJECT	UNIT TITLE	NATURE OF ASSESSMENT	%	YEAR STUDIED	EXAMINATION DATE
Religious Studies	AS1 Introduction to the Gospel of Luke	External Exam 1hour 20minutes	40% AS	13	Tuesday 25 th May 9:15am – 10:35am
	AS 7 Foundations of Ethics with Special Reference to Issues in Medical Ethics	External Exam 1hour 20 minutes	40% AS	13	Tuesday 18 th May 1:30pm - 2:50pm
	A21 Themes in the synoptic Gospels	External exam 2 hours	60% A level	14	Wednesday 9 th June 1:30pm – 3:30pm
	A27 Global Ethics	External Exam 2 hours	60% A level	14	Thursday 27 th May 9:15am – 11:15am
Software Systems Development	AS 1: Introduction to Object Oriented Development	External exam: 2hrs	50% (AS) 20% (A Level)	13	Thursday 27 May 2027 9:15am – 11:15am
	AS 2: Event Driven Programming	Internal assessment	50% (AS) 20% (A Level)	13	September – March
	A21: Systems Approaches and Database Concepts	External exam: 2hrs	30%	14	Tuesday 18 May 2027 1:30pm – 3:30pm
	A2 2: Implementing Solutions	Internal assessment	30%	14	September – March
Spanish	AS Spanish Unit 1	External exam	30% AS 12% A level	13	Monday 19 April - Tuesday 18 May 2027
	A2 Spanish Unit 1	External exam	18% A level	14	
	AS Spanish Unit 2 Section A (40m) AS Spanish Unit 2 Sections B & C (1hr 20m)	External exam External exam	40% AS 16% A level	13 13	Mon 10 May 2027 9.15am - 9.55am 10.10am - 11.30am
	A2 Spanish Unit 2 Section A (45m) A2 Spanish Unit 2 Section B (2hrs)	External exam External exam	24% A level	14 14	Thu 3 Jun 2027 9.15am - 10.00am 10.15am - 12.15pm

SUBJECT	UNIT TITLE	NATURE OF ASSESSMENT	%	YEAR STUDIED	EXAMINATION DATE
	AS Spanish Unit 3 (1hr)	External exam	30% AS 12% A level	13	Mon 17 May 2027 9.15am - 10.15am
	A2 Spanish Unit 3 (1hr)	External exam	18% A level	14	Fri 11 Jun 2027 1.30pm - 2.30pm
SA Sports Studies (BTEC)	Unit 1: Anatomy & Physiology	External Exam	33.3%	14	January of Year 13
	Unit 2: Fitness Training and Programming for Health, Sport and Well-being	External Exam	33.3%	13	January of Year 14
	Unit 3 – Professional Development in the Sports Industry	Coursework	16.7%	14	
	Unit 5 – Application of Fitness Testing	Coursework	16.7%	13	
DA Sports Studies (BTEC)	Unit 1: Anatomy & Physiology	External Exam	16.67%	13	January of Year 13
	Unit 2: Fitness Training and Programming for Health, Sport and Well-being	External Exam	16.67%	14	January of Year 14
	Unit 3 – Professional Development in the Sports Industry	Coursework	8.33%	14	
	Unit 4 - Sports Leadership	Coursework	8.33%	13	
	Unit 5 – Application of Fitness Testing	Coursework	8.33%	13	
	Unit 6 - Sports Psychology	Coursework	8.33%	13	
	Unit 7 - Practical Sports Performance	Coursework	8.33%	14	
	Unit 22 - Investigating Business in Sport and the Active Leisure Industry	External Exam	12.5%	14	January of Year 14
	Unit 23 - Skill Acquisition in Sport	Coursework	12.5%	13 & 14	
Technology: Product Design	AS1: Technology and Design Unit 1	External Exam	50% AS (20% A Level)	13	10 th May 2027
	AS2: Technology and Design Unit 2	Coursework	50% AS (20% A Level)	13	September 2026 – March 2027

SUBJECT	UNIT TITLE	NATURE OF ASSESSMENT	%	YEAR STUDIED	EXAMINATION DATE
	A21: Technology and Design Unit 1 (2hrs)	External Exam	50% A2 (30% A Level)	14	24 th May 2027
	A22: Technology and Design Unit 2	Coursework	50% A2 (30% A Level)	14	September 2026 – March 2027

Results: Thursday 12 August 2027

LONG TERM REVISION TIMETABLE TEMPLATE

SEPTEMBER - Weekly revision schedule Week 1 topic: Week 2 topic: Week 3 topic: Week 4 topic:	OCTOBER - Weekly revision schedule Week 1 topic: Week 2 topic: Week 3 topic: Week 4 topic:
NOVEMBER - Weekly revision schedule Week 1 topic: Week 2 topic: Week 3 topic: Week 4 topic:	DECEMBER - Weekly revision schedule Week 1 topic: Week 2 topic: Week 3 topic: Week 4 topic:

JANUARY - Weekly revision schedule Week 1 topic: Week 2 topic: Week 3 topic: Week 4 topic:	FEBRUARY - Weekly revision schedule Week 1 topic: Week 2 topic: Week 3 topic: Week 4 topic:
MARCH - Weekly revision schedule Week 1 topic: Week 2 topic: Week 3 topic: Week 4 topic:	APRIL - Weekly revision schedule Week 1 topic: Week 2 topic: Week 3 topic: Week 4 topic:

MAY - Weekly revision schedule Week 1 topic: Week 2 topic: Week 3 topic: Week 4 topic:	JUNE - Weekly revision schedule Week 1 topic: Week 2 topic: Week 3 topic: Week 4 topic:
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WEEKLY REVISION TIMETABLE

	MON	TUES	WED	THUR	FRI	SAT	SUN
9.15AM- 10.05AM							
10.05AM- 10.55AM							
11.15AM- 12.15PM							
12.05PM- 12.55PM							
2.00PM- 2.50PM							
2.50PM- 3.40PM							
6.00PM- 7.00PM							
7.30PM- 8.30PM							

INTRODUCTION TO CEIAG IN KEY STAGE 5

Welcome to CEIAG in Sixth Form. We have created a very detailed Parent Guide for Sixth-Form careers compiled by the Careers Department in St Mary's which can be found on the school website under the Careers Tab. In Y13 and Y14, we, in the Careers Department, endeavour to guide and support our young people through the range of options available to them post-18. We appreciate that this can be overwhelming and believe that, with the help and support of home, we can help our young people understand the many options that are open to them.

Senior students have one careers class every fortnight. They also have access to lunchtime specific careers workshops and drop-in Q & A with the Head of Careers. The school year is broken into 3 terms.

YEAR 13 CAREERS

Term 1 involves getting to know myself and my interests, considering what work-related learning might help my application. Term 2 involves refining and developing work related skills through lunchtime talks and learning to understand the application system for universities, selection tests and higher-level apprenticeships. Just after Easter (TBC) Y13 will attend the UCAS Convention in the Eikon Centre where they will have the opportunity speak directly to UK, Rol universities, HLA providers and organisations. It is an invaluable event which helps personalise the application process. Term 3 we look at the UCAS form and what is expected of us and there is the opportunity – if desired - to complete 2-3 days of in-person work experience (subject to all the required paperwork being correct & submitted in advance). The summer holidays allow time to enhance skills development through summer voluntary work.

TERM 1

Term 1 of Year 13 in St Mary's Careers involves familiarising students with the options open to us, completing careers-based questionnaires which help to offer career suggestions based on interests, values, and motivations. Developing independent skills is vital as part of preparation for the world of work and further study. Students will have to adapt to new environments and become more pro-active in their quest for learning. To that end, all Y13 students are encouraged to regularly review their school email account as all work-related opportunities and work-related careers talks information are shared through this medium. We help raise awareness of the wide range of work-related learning available to students that can help narrow down or confirm career interests. We actively encourage pupils to begin virtual work experience with Springpod or Speakers for Schools – two providers which offer a plethora of opportunities. Students can access tailored work experience with sector-leading UK companies and organisations. Springpod's Subject Spotlight allows students to undertake a university course module which provides a taste of what university study is like. All Y13 have been encouraged to set up a Springpod account and to avail of these great free work

experience resources. We start to work on how we present ourselves in a CV or through professional interactions as we consider in-person work experience in June.

TERM 2

Term 2 focuses on understanding how to navigate university websites, how to interpret what they are looking for and how to ensure that we are presenting a favourable personal impression. Career specific workshops and online webinars are options for certain careers. Term 2 focuses on the research and finding out more about certain career areas. The finalisation of arrangements for in-person work experience takes place in Term 2. It takes a considerable amount of time to ensure that all legal paperwork is submitted by our work experience providers prior to study leave.

TERM 3

Term 3 has a focus on working towards achieving strong AS results. Our local universities are more interested in strong academic results. We encourage those who require in-person work experience to select 2-3 days in the week **14th – 18th June**. This is the week in which our in-person work experience will take place. This is optional. A member of staff will check in with students when out on work experience this week. Term 3 is also the beginning of the application process for any student who hopes to apply for a competitive application – Medicine, Dentistry, Veterinary Medicine, Oxford or Cambridge. We call these students a Phase 1 applicant. Term 3 we begin completing the UCAS form, thereby allowing the summer to prepare for aptitude tests, wider reading and additional voluntary work.

Further details about the work experience procedures can be found in the work experience booklet in Shared Resources.

TERM 1

W/B	Topic
31 August	Lesson 1: The Year Ahead
7 September	
14 September	Lesson 2: Careers Questionnaire
21 September	
28 September	Lesson 3: Work Experience – An Introduction
5 October	
12 October	Lesson 4: CV Update & Email Etiquette
19 October	
26 October	MID-TERM
2 November	Lesson 5: VWEX Springpod
9 November	
16 November	Lesson 6: VWEX Springpod
23 November	
30 November	Lesson 7: Different Pathways
7 December	
14 December	

TERM 2

W/B	Topic
4 January	Lesson 8: Higher Education Terminology & Understanding UCAS
11 January	
18 January	Lesson 9: Linked In
25 January	
1 February	Lesson 10: Personal Career Plan Update Individual Course Research
8 February	MID-TERM
15 February	
22 February	Lesson 11: Individual Course Research
1 March	
8 March	Lesson 12: Preparing for Work Experience
15 March	
22 March	Lesson 13: Selection Tests
29 March	

TERM 3

W/B	Topic
5 April	Lesson 14: UCAS 2027
12 April	
19 April	Lesson 15: Evaluation
26 April	

IN PERSON WORK EXPERIENCE PROCEDURES (14 – 18 JUNE)

DATE	WORK TO BE COMPLETED
September 2026	All work experience procedures covered in careers class. (IN PERSON PLACEMENTS CANNOT GO AHEAD WITHOUT A SIGNED PARENTAL CONSENT)
Lesson 3	CV updated & send to careers teacher.
BEFORE February Mid-Term	Initial enquiries + CV /emailed out if required
As soon as positive reply received	Placement added on Unifrog (details all on google classroom) and forms sent to employer. (PLACEMENT ONLY VALID ONCE THE SCHOOL OFFICIAL ACCEPTANCE FORM HAS BEEN RECEIVED)
April	Ensure all pupils placed and paperwork received
	WORK EXPERIENCE CAN ONLY GO AHEAD IN JUNE IF ALL PAPERWORK HAS BEEN RECEIVED BEFORE EASTER 2027
March/April 2027	Work Experience lessons focusing on Health & Safety & Confidentiality
14 – 18 June	Work Experience Evaluation of Work Experience

NO PLACEMENTS CAN TAKE PLACE DURING SCHOOL HOLIDAYS AS THE SCHOOL'S INSURANCE WILL NOT BE VALID.

Year 14 Careers is focused on applications and preparation for the various career pathways open to students. Term 1 of Year 14 is spent finalising and perfecting the various application opportunities open to Year 14. Our target is for Year 14 students to complete their UCAS by Halloween to allow time before Christmas to investigate other applications as well as preparing for interviews and focusing on Mock Exams. Term 2, we look at apprenticeship opportunities, student finance and preparing for the transition to university/world of work. In Term 3 the focus is on making wise Conditional Firm and Insurance choices.

PROMOTING POSITIVE BEHAVIOUR FOR LEARNING



In St. Mary's, we expect pupils to demonstrate positive behaviour at all times. We recognise that there is a significant link between pupil's behaviour, their attitude to learning, and their progress / achievement.

Parents/carers have an important role to play in promoting positive behaviour and in supporting the school to ensure that pupils adhere to the school's Code of Conduct. Pupils' behaviour is monitored on a regular basis by each Form Teacher and Head of Year. Behaviour is reviewed daily, weekly, monthly, half-termly and termly.

Parental involvement in a child's education is key to helping them achieve their best. Strong communication and partnership between pupils, parents, and staff will help maximise the educational experience of our pupils.

In St. Mary's, pupils are expected to always adhere to the following expectations, both inside and outside the classroom:

- **S**how readiness for learning
- **M**ake good choices
- **G**ive your best

We kindly ask that you closely monitor your child's Student Planner each week as it will contain important information about your child's behaviour, learning, achievement, academic outcomes, attendance, and punctuality records. All of this information will help give you a flavour of how your child is engaging with their subjects and their learning. Please ensure you sign their Student Planner on a regular basis, as required.

USING STUDENT PLANNER TO MONITORING BEHAVIOUR

We kindly request that you check your child's Student Planner each evening. In particular, it contains two tables of note in relation to your child's behaviour in school.

STAGE 2 BEHAVIOUR RECORD

When a pupil chooses to interrupt the learning of others on multiple occasions in a lesson, the subject teacher will record this below as a Stage 2 behaviour intervention. Parents are kindly requested to sign the table below, as appropriate. Where pupils continue to interrupt a lesson following a Stage 2 intervention, this will be formally recorded as a Stage 3 intervention on SIMS.

RECORD OF STAGE 2 CLASSROOM BEHAVIOUR INTERVENTIONS			
Date	Subject	Teacher Signature	Parent/Carer Signature

TRACKING BEHAVIOUR, LEARNING, AND ACHIEVEMENT POINTS

The Achievement and Sanctions Frameworks are used alongside the Classroom Behaviour Plan to reward and support each pupil in fulfilling their potential. Achievement Points are awarded to recognise a range of positive contributions/achievements by a pupil.

Behaviour Points are recorded when pupils choose to behave in a manner that falls below the levels of expected behaviour in St. Mary's. Behaviour points may be awarded within lessons when pupils reach Stage 3 intervention for poor behaviour, or for instances of unacceptable/inappropriate behaviour inside or outside of the classroom. Learning Points are recorded when pupils have failed to complete homework tasks or have not had the correct equipment in lessons in order to participate fully in the learning within the classroom.

TRACKING MY BEHAVIOUR, LEARNING, AND ACHIEVEMENT POINTS				
Month	No. of Achievement Points	No. of Behaviour Points	No. of Learning Points	Parent/Carer Signature
September				
October				

INTERVENTIONS FRAMEWORK

Should your child acquire SIMS points in relation to Behaviour or Learning, the following framework will be used to determine the appropriate intervention. Parents/Carers will be notified of such instances on the School Gateway app.

Key Stage 5 (Behaviour)

By whom	Classroom Behaviour	Consequences	Parental Contact
Subject Teacher	Disruption to learning Disrespect to others	<i>Stage 0</i> Normal Classroom Management <i>Stage 1</i> Verbal Warning & restorative conversation <i>Stage 2</i> Record in Planner & restorative conversation <i>Stage 3</i> Record on SIMS including appropriate details & restorative conversation	<i>Stage 2</i> Parental Signature required <i>Stage 3</i> If persistent issue within the same subject, subject teacher may choose to make a phone call to parent/ guardian
	Behaviour Incidents on SIMS	Consequences	Parental Contact
Form Tutor	2	Form Tutor Mentoring	
	3	Inform Parent	Form Tutor Phone Call
Head of Year	4	Head of Year Mentoring	
	5	Head of Year Lunchtime DT	Head of Year Phone Call
Senior Leader	6	Senior Leader Mentoring	
	7	Senior Leader After-School DT	Senior Leader Phone Call
Vice-Principal (Pastoral)	8+	Vice-Principal Mentoring Behaviour Support Programme	Parental Meeting (VP & SL/HOY)

PARENTAL MEETING IF APPROPRIATE

Key Stage 5 (Learning)

By whom	Learning Incident	Consequences	Parental Contact
Subject Teacher	Completed Homework not returned Books/Equipment not in lesson	<i>1st Occurrence</i> Record on SIMS (0 points) and supportive conversation <i>2nd Occurrence</i> Record on SIMS (1 point) and supportive conversation	If persistent issue within the same subject, subject teacher may choose to make a phone call to parent/guardian
	Learning Incidents on SIMS	Consequences	Parental Contact
Form Tutor	2	Form Tutor Mentoring	
	3	Inform Parent	Form Tutor Phone Call
Head of Year	4	Head of Year Mentoring	
	5	Head of Year Lunchtime DT	Head of Year Phone Call
Senior Leader	6	Senior Leader Mentoring	
	7	Senior Leader After-School DT	Senior Leader Letter
Vice-Principal (Curriculum)	8+	Vice-Principal Mentoring	Vice-Principal Phone Call

PARENTAL MEETING IF APPROPRIATE

ATTENDANCE

Pupils are expected to attend school every day from 9.00am–3.40pm.

If your child is to achieve their full potential, regular attendance at school is absolutely necessary. Absence from school, for any length of time, may have a detrimental impact on your child's learning, progress and achievement. In St. Mary's, we expect all pupils to maintain an attendance percentage of **at least 95%**.

If your child is absent from school, whether the absence is planned or unplanned, parents/carers must notify the school using the **School Gateway app**. Reasons for absence will be recorded on the School Information Management System (SIMS).

For unplanned absences, we ask that you submit the reason for your child's absence via the School Gateway app as soon as possible on the morning of the absence. Where possible, please also indicate the likely duration of the absence.

If your child has not been registered in school and no reason has been provided, you will receive a text message or notification through the School Gateway app informing you that there is an unexplained absence. You can respond directly through the app to provide the reason for the absence. This will help us ensure that all pupils are accounted for promptly and safely.

For planned absences, we would appreciate notification through the School Gateway app as early as possible. Early communication allows the school to maintain accurate attendance records.

School absence makes it more difficult for your child to keep pace with work being covered in classes. While it may be possible to access the notes of another pupil, this is no substitute for the learning experience which occurs within the classroom, particularly in subjects that are more practical in nature.

To maintain a high attendance percentage, you should not make routine appointments for your child (e.g. dental, medical, orthodontic, ophthalmic) during school hours. Such appointments should be made for after school or during school holidays.

We ask that you do not book family holidays during term times. Such absences will not be authorised by the school. If you know in advance that your child is going to be absent from school for a period of time, we would appreciate early notification of this planned absence.

The table below shows the impact on learning of absence from school, even for short periods.

100% Attendance	0 Days Missed	Excellent
95% Attendance	9 Days of Absence 1 Week and 4 Days of Learning Missed	Satisfactory
90% Attendance	19 Days of Absence 3 Weeks and 4 Days of Learning Missed	Poor
85% Attendance	28 Days of Absence 5 Weeks and 3 Days of Learning Missed	Very Poor
80% Attendance	38 Days of Absence 7 Weeks and 3 Days of Learning Missed	Unsatisfactory
75% Attendance	46 Days of Absence 9 Weeks and 1 Day of Learning Missed	Unacceptable

PUNCTUALITY

As a school we would appreciate your support in promoting the importance of punctuality among our pupils. Students are expected to arrive to school punctually each day. If a pupil arrives to school late (i.e. after 9.00am), they should sign in at Pupil Reception before going to class.

Parents/Carers of pupils who arrive late to school will receive a notification on the School Gateway app. Where no reason has been provided in advance by parents/carers, pupils will receive a 'Late to AM Reg' mark on SIMS. Throughout the school day, pupils should arrive to each class on time. Repeated instances of poor punctuality to lessons or late arrival to school (i.e. after 9.00am) will result in lunchtime/after school detentions.

The table below outlines the impact of poor punctuality on your child's learning:

MINUTES LATE PER DAY DURING THE SCHOOL DAY	LEVEL OF LOST LEARNING
5 minutes	3.4 days
10 minutes	6.9 days
15 minutes	10.3 days
20 minutes	13.8 days

We ask that you support the school by:

- Ensuring that your child arrives to school on time in readiness for a prompt start at 8.55am each day;
- Reinforcing the importance of punctuality to all lessons;
- Supporting staff at the school when they take actions to ensure that time lost is made up through detentions and other appropriate sanctions.

TRACKING YOUR CHILD'S ATTENDANCE & PUNCTUALITY

Parents are kindly requested to sign the table below each month, which is contained within the student planner.

TRACKING MY ATTENDANCE & PUNCTUALITY						
Month	No. of Times Late to Class	No. of Days Late to School	Monthly Attendance %	Attendance to Date %	No. of Days Absent	Parent/Carer Signature
Sept						
Oct						
Nov						
Dec						

Details of pupil attendance and punctuality can also be viewed on the School Gateway app.

SIGNING OUT

If a pupil needs to leave school during the day, they must have a signed note from a parent/carers in their Student Planner. This must be signed by their Form Teacher or, in their absence, their Head of Year or Head of Key Stage. If they are given permission to leave school, they must sign out at Pupil Reception. If a pupil signs out, they may only be collected from within the school grounds. Pupils may not arrange to be collected from an alternative site. If a pupil returns to school on the same day, they should also sign in again at Pupil Reception.

LEAVING SCHOOL GROUNDS WITHOUT PERMISSION

Pupils must not leave the school grounds whilst waiting for their bus at the end of the school day. If a pupil chooses to leave the school site without permission during/at the end of the school day, this will result in an after-school detention being issued to the pupil.

UNIFORM AND PUPIL APPEARANCE

At all times, pupils are expected to maintain a high standard of personal appearance and presentation. This means that the St. Mary's uniform should be worn each day, correct in every detail. School uniforms should be clean, neat and tidy at all times. The school blazer should be worn when travelling to and from school, during break time and lunch time and when moving between classes.

- Pupils should wear plain black shoes. Trainers or trainer-style shoes are not acceptable.
- Hoodies may not be worn on the school site.
- For those wearing trousers, dark socks (black or grey) and a plain black belt should be worn.
- For those wearing skirts, black tights should be worn at all times.
- Shirts must be buttoned at the neck and cuffs.
- Ties should be properly knotted and should meet the waistband of trousers/skirts.
- Long sleeve garments should not be worn under short sleeve shirts/blouses.
- Only school badges (e.g. Prefect Badge) should be worn on the lapel of blazers.
- Hairstyles are expected to be neat and tidy. Extreme hairstyles and colours are not permitted.
- Pupils are encouraged not to wear make-up. Pupils who choose to wear make-up must ensure that it is subtle.
- Facial piercings (e.g. nose rings / eyebrow rings) are not permitted.
- Boys should preferably be clean-shaven or facial hair must be kept neat and trimmed.
- Any jewellery worn should be discreet.
- Tattoos are not permitted. Any pupil with a tattoo must ensure that it is not visible.

MOBILE PHONES AND EARBUDS/AIRPODS

- Pupils must not carry mobile phones in the front pocket of blazers.
- Mobile phones must be switched off between 9.00am-3.40pm each day.
- If a pupil is found using a mobile phone during the school day, the phone will be removed from the pupil and placed in the School Office. In the first instance, the phone will be returned to the pupil at the end of the school day. In the second and any subsequent instance, the phone will only be returned to a parent/carer.
- Pupils must not have earbuds/air pods in their ears during the school day.

SIXTH FORM EXPECTATIONS

At St. Mary's we recognise we have the privilege of supporting and developing each pupil to reach their fullest potential. Academic progress is essential to maximising life chances, however we also believe that we have a duty to help our young people shape their values system, to develop confidence in themselves, as well as a great respect for self and those around them. We want our young people to look for, and find, greatness in themselves.

We work to ensure that all students have the opportunity to achieve their academic potential while developing leadership skills, participating in the co-curriculum, and giving back to the school and wider community.

Our Sixth Form students lead the school's participation in volunteering opportunities, fundraising initiatives, competitions and awareness raising events. They have the opportunity to join educational trips to New York, France, Spain, Poland and more. Sixth Form in St. Mary's is a place where friendships are forged, students are challenged, and life is dynamic.

At the beginning of their sixth form. All students are asked to agree to the expectations set out below to support success in sixth form.

As a Sixth Form student in St. Mary's Grammar School, I undertake to:

1. Achieve an attendance rate of at least **95%** and to attend all classes, including designated periods. ***(Attendance data will be analysed on a monthly basis and failure to meet this target will result in a pupil's place in Sixth Form being reviewed)***.
2. Attend school **every day** between 8.55am and 3.40pm.
3. Be punctual to registration and all classes including designated periods.
4. Study **a minimum of 3 subjects** to AS and A2 Level and fulfil all course requirements, making progress and gaining results in line with my ability.
5. Complete all coursework to a satisfactory standard and within the agreed timescales issued by my teachers.
6. Devote 18 hours to study each week, in addition to study time in school. It is recommended that part-time work should not exceed 8 hours per week.
7. Wear full school uniform as outlined in the school's Uniform Policy.

8. Conform to school rules as outlined in the Code of Conduct.
9. Be a role model through excellent behaviour and attitude to other pupils at all times.
10. Prepare fully and sit all AS and A2 Mock examinations, unless there is an exceptional circumstance.
11. Co-operate fully with the careers staff when completing the UCAS process and when organising work experience.
12. Complete the roles and responsibilities assigned to me as a Senior Prefect with enthusiasm and consistency (if applicable).
13. Agree to my parents / carers being contacted for any pastoral, attendance or academic issues.

SIXTH FORM OPPORTUNITIES

During their time in Sixth Form, students will have the opportunity to engage themselves in a vast array of different academic, sporting and leadership experiences. We wholeheartedly encourage all students to embrace all new opportunities that come their way! Some of these opportunities are listed below:

- MacRory Cup
- Eco Committee
- Ulster Colleges' Ladies Football
- Year 13 Prefect
- Casement Cup
- Ulster Colleges' Camogie
- Year 14 Senior Leadership Team
- Charitable Fundraisers
- Peer Mentoring
- Amplify
- Saphara
- Public Speaking Competitions
- Gaelbhratach
- International Trips
- Essay Writing Competitions
- Mini Company
- School Choir
- Pope John Paul II Award
- NI Schools' Business Challenge

Sixth Form students are also afforded the opportunity to use the Sixth Form Common Room and to schedule sessions in the Gym or Strength and Conditioning suite.

EDUCATION MAINTENANCE ALLOWANCE

If you decide to stay on at school or go to a further education college in Northern Ireland, you may be able to get the Education Maintenance Allowance (EMA). It is available for both academic and vocational courses.

EMA is a weekly award of £30 which is paid fortnightly to students who meet the eligibility criteria below.

It is intended to help cover the day-to-day costs that you have to meet when you stay at school or college like travel costs, books and equipment for your course.

You can get an EMA if you're aged 16, 17, 18 or 19 years on or between 2 July 2025 and 1 July 2026 and all of the following statements apply to you:

- your household income is £20,500 or less for households with one dependent child
- your household income is £22,500 or less for households with more than one dependent child
- you are full time at school or doing a minimum of 15 guided hours per week at college
- you are studying an eligible course and attending all classes
- you meet the nationality and residency rules set out in the EMA scheme
- you have not already received the maximum allowance for EMA which is 117 positive or negative weekly attendance confirmations over the total length of your course

If you wish to learn more about EMA or submit an application, please speak with Mrs O'Donnell in the Sixth Form Study Centre.

ST. MARY'S SCHOOL DEVELOPMENT PLAN PRIORITIES 2024-27

Ethos & Vision

- Encourage all members of the school community to live the shared ethos of St. Mary's
- Nurture faith, liturgical, reflective and prayerful opportunities in the school community
- Develop pupils as responsible, respectful, values-based young leaders
- Celebrate and acknowledge the history, present, and future of St. Mary's through our Centenary
- Develop a culture of reward, recognition, and celebration of success

Learning & Teaching

- Develop a community of independent learners
- Ensure provision is learner-informed through pupil participation
- Develop a vibrant culture of effective Staff Professional Learning
- Provide a rich and progressive curriculum that enables all learners to achieve in line with their ability
- Ensure new and emerging technologies are utilised effectively to enhance learning and teaching opportunities and outcomes
- Inspire and support pupils at St. Mary's to attain high quality outcomes
- Ensure effective use of data leads to whole school improvement

Pastoral Care

- Promote the health, wellbeing, and safety of the entire school community
- Maintain highly effective levels of safeguarding arrangements
- Promote and develop effective positive behaviour management
- Ensure equity, equality, and inclusion for all learners, particularly those with barriers to learning
- Provide pupils with special educational needs, with support to achieve their full potential
- Provide a learner-informed, progressive and effective Preventative, Personal Development, and Relationships & Sexuality Education Curriculum, that is age appropriate and responsive to relevant and contemporary issues

Community

- Nurture continued, positive relationships across the school community
- Enhance communication and engagement with pupils, staff, parents, governors, alumni and the wider community
- Utilise the full potential of existing and new collaborative networks, to enhance provision

Preparing for the Future

- Ensure pupils contribute positively to local and global society by developing their awareness of social, environmental and economic matters
- Embed self-evaluation and reflective practice in all areas of school life to secure improvement
- Focus on the development of digital skills in all areas of school life
- Create and promote impactful Careers Education Advice Information and Guidance including work based learning opportunities
- Maintain a well-developed professional staff body
- Manage, enhance and maintain the school finances, resources and estate

CAPITAL CONTRIBUTION AND GIFT AID

In 2026 St. Mary's has an annual Capital Contribution of £120 per pupil up to a maximum of £240 per family. This is payable, at the latest, by October each year.

The Capital Contribution will be used over the lifetime of the pupil to good effect, to enhance the pupil learning environment. The summer of 2024 saw the refurbishment of the Tennis Courts area into a flood lit, 4G multi-purpose use games area. The last few years saw the completion of a new teaching block encompassing a Sixth Form Study Centre and a state of the Art Music and Creative Arts Hub, on the former Convent House site; a specialised SEN Hub; a Sixth Form Common Room; ICT infrastructure including the additional interactive whiteboards to enhance our teaching and learning; learning resources facilities; CCTV; lights; refurbishment of pupil toilets and the construction of a perimeter path to aid health and well-being.

The school has been able to keep the Capital Contribution well within the Department of Education limit of £140 per pupil and, with the continued uptake of Gift Aid, we hope to be able to maintain the fee at a reasonable figure into the future. If you are a UK taxpayer, Gift Aid increases the value of your donation by 25%. Voluntary capital contributions are enhanced significantly with Gift Aid. Please notify St. Mary's if you wish to cancel this Gift Aid declaration, change your name or no longer pay sufficient tax on your income and/or capital gains.

If you pay Income Tax at the higher or additional rate and want to receive the additional tax relief due to you, you must include all your Gift Aid donations on your Self-Assessment tax return or ask HM Revenue and Customs to adjust your tax code.

STATIONERY CHARGE

St Mary's levy a stationery charge of £20 per pupil, payable by 31 October of each year.

St Mary's teachers develop a wide range of resources to assist pupils at each stage of their learning. This involves the production of subject-specific booklets, revision guides for pupils and resources to boost examination performance, as well as a bespoke student planner. As a result of Department of Education budgetary restrictions, it has been necessary for the Board of Governors to maintain the stationery charge.

The preferred method of payment is by standing order. The uplift for existing standing orders can be paid by Parentpay. These payments £20 annually per pupil will be allocated from October onwards.

A PRAYER OF HOPE

God Our Father,
May we always be reminded of Your
enduring presence in our lives.

We know that there will be difficult days on our journey through life but let us never
forget that You walk beside us every step of the way.

Help us to put our trust in You,
confident in our belief that You will give us the strength we need to cope with any
setbacks in life we may face.

May we understand the power of hope in our lives and maintain a hopeful mind,
remembering that every storm will pass and the sun will always shine again.

We pray for those affected by hopelessness and ask that You guide them from a place
of darkness to a place of light where they can again see the joy in life and know that
they are never alone.

May we provide comfort and support to others in times of pain, distress or loneliness
and may we take action to keep hope alive in the world.

Let us never be afraid to ask for help when we are struggling, mindful that it really is
okay not to be okay.

We think of those who have died and pray that they are at peace in Your heavenly
home. Place Your healing hands upon those who mourn and
comfort them with the knowledge that their loved ones are safe in Your
embrace.

May the prayer of St. Francis of Assisi guide us in our lives:

Make me a channel of your peace.

***Where there's despair in life,
let me bring hope.***

***Where there is darkness, only light.
And where there's sadness ever joy.***

Amen

St. Mary's

Grammar School, Magherafelt.

