



Key Stage 4 Parents' Handbook 2026-2027

"At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents."

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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.

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.

I look forward to your child's success at Key Stage 4.



Mr P. McClean

Principal



ST. MARY'S GRAMMAR SCHOOL – VISION, MISSION AND VALUES

ST. MARY'S GRAMMAR SCHOOL VISION

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

ST. MARY'S GRAMMAR SCHOOL MISSION

Our 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; and
- 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.

ST. MARY'S GRAMMAR SCHOOL CORE VALUES

The work of our school is underpinned by our Core Values of:

- Respect;
- Compassion;
- Integrity; and
- Humility.

SCHOOL PRAYER

God our Father, we ask you to bless our school community and all who work here.

Nurture in us a sense of true compassion, integrity, respect and humility.

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



DEVELOPING OUR PARTNERSHIP WITH PARENTS AND CARERS

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

- a comprehensive Parents' Handbook for parents/carers of Key Stage 4 pupils;
- up-to-date school information on the school website;
- communication via the school app;
- 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 Student 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);
- 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 GCSE study.

The following members of staff will be available to provide care, guidance and support to your child, as required, throughout Key Stage 4.

SENIOR LEADERSHIP TEAM

			
Mr P McClean Principal	Mrs N McCann Vice-Principal	Mr P McVey Vice-Principal	Mr G Quinn Senior Leader for Key Stage 4

YEAR 11 PASTORAL TEAM


Head of Year 11 Mrs S Higgins

						
11A Mrs T McMuray	11B Mr C McKendry	11C Miss C McCann	11D Miss N Hughes	11E Miss N Tohill	11F Mrs B McAuley / Mr R Kennedy	

YEAR 12 PASTORAL TEAM

						
12A Mrs M Thompson / Dr L Connor	12B Mrs T McWilliams / Mr P Kalla		12C Mr B McKeown	12D Miss K McFerran	12E Ms M Cumiskey	

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 Teacher 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 and 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 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 11).

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. The School Counsellor attends St. Mary's on a weekly basis. Pupils may arrange an appointment with the School Counsellor through confidential self-referral or by speaking to the Form Teacher. 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.

SUPPORTING EMOTIONAL HEALTH AND WELLBEING



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.

Since 2022, St. Mary's has been a Take 5 Champion School with Level 3 accreditation. In June 2025, St. Mary's received the Take 5 Schools Platinum Award, followed by reaccreditation in June 2026. We are committed to promoting positive mental health throughout our school community and supporting the emotional wellbeing of our pupils. If you are concerned about your child's mental health or emotional wellbeing, please contact the school for advice, guidance and help.



SAVE THE DATE: HELPING TEENS THRIVE – SUPPORTING YOUNG PEOPLE IN A COMPLEX WORLD (PARENT EVENT)

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.



SCHOOL COUNSELLING SERVICE

WOULD YOU LIKE TO SPEAK TO OUR SCHOOL COUNSELLOR?

St. Mary's
Grammar School, MagherafeltSt. Mary's
Grammar School, Magherafelt

Your School Counsellor is Margaret O'Neill
EVERY WEDNESDAY AND THURSDAY

What is Counselling?

- **A SAFE SPACE:** Talk openly to the counsellor about anything that is worrying you.
- **A CONFIDENTIAL SPACE:** What is said in the room stays in the room, unless you or someone else is at risk of being harmed.
- **A NON-JUDGEMENTAL SPACE:** If something is worrying you, it's ok to talk about it. Don't think it's too big or too small to talk about.

How do I see the Counsellor?

To make an appointment with the Counsellor, please speak to:

- **MRS ANDERSON**
- **MR MCVEY**
- **FORM TUTOR**
- **HEAD OF YEAR**
- **SENIOR TEACHER**
- **SELF REFERRAL ONLINE** www.links counselling.com or scan QR code
- **DROP-IN SERVICE** every Wednesday and Thursday (11.00am-11.15am), in Meeting Room 1 (beside Visitor Reception)



TOOLED UP EDUCATION – A RESOURCE FOR PARENTS

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.



QUESTIONS FROM OUR COMMUNITY

You will find evidence-based answers to these and many more questions in our online resource library of videos, podcasts, interviews, quick tips, downloadable pdfs, and activities that can be used within the classroom and at home.



To be distributed without comment.

HOW TO SIGN UP FOR TOOLED UP EDUCATION

Scan the QR code or visit: www.tooledupeducation.com/register
Enter your name, email address and the school PIN when prompted:
smg2908



KEY STAGE 4 CURRICULUM OVERVIEW 2026-2027

In St. Mary's, we operate a fortnightly table on the basis of Week One and Week Two. At Key Stage 4, pupils attend six 50 minute lessons per day, totalling 60 lessons per fortnight. The table below shows the number of lessons for each subject per fortnight.

All pupils at Key Stage 4 study the core subjects of Mathematics, English Language, English Literature and Science. Pupils may choose to study four additional subjects for GCSE examination. All pupils study General Religious Education, Learning for Life and Work, and Physical Education for non-examination purposes.

KEY STAGE 4 SUBJECT TIMETABLE OVERVIEW

SUBJECT	LESSONS PER FORTNIGHT	
Art and Design	6	
Biology	4	
Business Studies	6	
Careers	1 (Year 12)	
Chemistry	4	
Digital Technology	6	
Drama	6	
English	8/9	
French	6	
Geography	6	
History	6	
Home Economics (Child Development)	6	
Home Economics (Food and Nutrition)	6	
Irish	6	
Learning for Life and Work	Year 11 3	Year 12 2
Mathematics	8	
Mathematics (Further)	Year 11 10	Year 12 9
Music	6	
Moving Image Arts	6	
Physics	4	
Physical Education (GCSE)	6	
Physical Education (General)	Year 11 3	Year 12 2
Religious Education (GCSE)	6	
Religious Education (General)	1	
Spanish	6	
Technology and Design	6	

Pupils follow CCEA specifications for all subjects (<http://ccea.org.uk/>), with the exception of Art and Design which follows the WJEC specification.

All CCEA modules are graded on a **9-point scale from A* to G** which aligns with the English Grade Scale from 9 to 1. This includes a **C*** grade which is intermediary between a C and a B grade. **The A* grade is only awarded at the end of a course on completion of all modules and controlled assessment tasks.**

INTERNAL ASSESSMENT ARRANGEMENTS

At Key Stage 4, 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	Friday 27 November – Friday 4 December 2026	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 GCSE 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 4	October 2026	Progress Report 1: Data relating to pupil performance in assessments in Term 1
	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 MEETINGS

Year 11 Parent-Teacher Meeting: Thursday 4 February 2027 (4.30pm-6.30pm)

Year 12 Parent-Teacher Meeting: Thursday 5 November 2026

- Careers Presentation: 4.30 – 4.45pm
- Parent-Teacher Meeting: - 4.45 – 6.30pm

YEAR 11 EXTERNAL ASSESSMENT

In May and June 2027, Year 11 pupils will sit GCSE modules in the following subjects:

- Business Studies
- Child Development
- Digital Technology
- English Language
- English Literature
- Geography
- History
- Maths
- R.E.
- Science (Biology, Chemistry and Physics)
- Technology and Design

These modules contribute to the final GCSE grade attained by pupils. Success in Year 11 modules is essential to securing a strong overall GCSE profile.

YEAR 12 EXTERNAL ASSESSMENT

In May and June 2027, Year 12 pupils will sit their remaining GCSE modules.

There will not be an option to repeat these modules so it is essential that pupils prepare fully for these modules to secure success.

GCSE CONTROLLED ASSESSMENT

Controlled Assessment is a fundamental part of many GCSE subjects and it is crucial that pupils are organised to meet all set deadlines.

Controlled Assessment contributes towards the final GCSE mark so it is important that pupils have gained as many marks as possible before they go into their final examinations.

Details of all assessments – External Examinations and Internal Controlled Assessments – are detailed on the following pages. Please take time to go through this information with your child to ensure that a study plan is in place which makes Key Stage 4 manageable and allows all pupils to achieve their best.

KEY STAGE 4 EXAMINATION AND CONTROLLED ASSESSMENT OVERVIEW 2026-2027

SUBJECT	NUMBER OF EXAMINATIONS COMPLETED IN YEAR 11	NUMBER OF EXAMINATIONS COMPLETED IN YEAR 12	CONTROLLED ASSESSMENT TASK(S) IN YEAR 11	CONTROLLED ASSESSMENT TASK(S) IN YEAR 12
Art and Design	0	0	Yes	Yes
Business Studies	1 (written exam)	1 (written exam)	No	Yes
Digital Technology	1 (written exam)	1 (written exam)	No	Yes
Drama	0	1 (written exam)	No	Yes
English Language	1 (written exam)	1 (written exam)	No	Yes
English Literature	1 (written exam)	1 (written exam)	No	Yes
French	0	4 (Reading, Writing, Speaking, Listening)	No	No
Geography	1	2 (written exam)	No	No
History	1 (written exam)	1 (written exam)	No	No
Home Economics – Child Development	1 (written exam)	1 (written exam)	No	Yes
Home Economics – Food and Nutrition	0	1 (written exam)	No	Yes
Irish	0	4 (Reading, Writing, Speaking, Listening)	No	No
Mathematics	1	2 (1 non-calculator / 1 calculator)	No	No

SUBJECT	NUMBER OF EXAMINATIONS COMPLETED IN YEAR 11		NUMBER OF EXAMINATIONS COMPLETED IN YEAR 12		CONTROLLED ASSESSMENT TASK(S) IN YEAR 11	CONTROLLED ASSESSMENT TASK(S) IN YEAR 12
Further Mathematics	3 M4 M8 (1 non-calculator / 1 calculator)		3 (written exam)		No	No
Moving Image Arts	0		1 (online exam)		Yes	Yes
Music	0		2 (1 visiting examiner + 1 written exam)		Yes	Yes
Physical Education	0		2 (written exam)		Yes	Yes
Religious Studies	1 (written exam)		1 (written exam)		No	No
Science (Double Award)	Biology	1	Biology	3*	No	No
	Chemistry	1	Chemistry	3*		
	Physics	1	Physics	3*		
	*1 written exam, 1 practical exam and 1 practical theory paper					
Spanish	0		4 (Reading, Writing, Speaking, Listening)		No	No
Technology and Design – Product	1 (written exam)		1 (written exam)		Yes	Yes

YEAR 11 CONTROLLED ASSESSMENT OVERVIEW 2026-2027

The following table provides an overview of the Controlled Assessment tasks to be completed in Year 11 during the academic year 2026-2027.

SUBJECT	UNIT TITLE	%	PREPARATION START DATE AND TIMESCALE FOR COMPLETION	DEADLINE FOR COMPLETION OF TASK	NATURE OF CONTROLLED ASSESSMENT TASK
Art and Design	Component 1: Portfolio	60%	Start: September 2026 Timescale: 14 months	Monday 20 December 2027	Develop and refine ideas through sustained practical investigations, exploring a range of media, materials and processes. Students research relevant artists and designers, record observations, experiment creatively and produce personal outcomes that demonstrate all assessment objectives.
English Language	Unit 2: Speaking and Listening	20%	Ongoing throughout Year 11 and Year 12	End of January 2028	Plan, prepare and engage in talk in each of the following contexts: Individual Presentation, Group Discussion and Role Play.
Moving Image Arts	Component 2: Acquisition of Skills in Moving Image Production	20%	Start: October 2026 Timescale: Storyboard: 2 hours 30 minutes Camera and Editing: 7 hours 30 minutes Sound: 5 hours Animation: 5 hours	Storyboard: November 2026 Camera and Editing: February 2027 Sound: April 2027 Animation: June 2027 s	Complete a task in each of the following four areas: Storyboarding, Camera and Editing, Sound and Animation.
Music	Component 2: Composing	30%	Start: January 2027 Start: September 2027	Composition 1: June 2027 Composition 2: February 2028	Submit a Composition Portfolio consisting of two compositions.

SUBJECT	UNIT TITLE	%	PREPARATION START DATE AND TIMESCALE FOR COMPLETION	DEADLINE FOR COMPLETION OF TASK	NATURE OF CONTROLLED ASSESSMENT TASK
Physical Education	Component 3: Individual Performances in Physical Activities and Sports	50%	Start: September 2026 Timescale: Ongoing throughout Year 11 and Year 12	April 2028	Practical Performance - Select and perform three activities or sports. Analysis of Performance - Analyse the quality of own and others' performance in any activity or sport.
Technology and Design – Product	Unit 3: Design Project	50%	Start: January 2027 Timescale: Ongoing throughout Year 11 and Year 12	End of March 2028	Develop a design portfolio and complete an associated manufacturing task.

YEAR 12 CONTROLLED ASSESSMENT OVERVIEW 2026-2027

The following table provides an overview of the Controlled Assessment tasks to be completed in Year 12 during the academic year 2026-2027.

SUBJECT	UNIT TITLE	%	PREPARATION START DATE AND TIMESCALE FOR COMPLETION	DEADLINE FOR COMPLETION	SUMMARY OF TASK
Art and Design	Component 1: Portfolio	60%	Start: September 2026 Timescale: 4 months remaining	Monday 21 December 2026	Develop and refine ideas through sustained practical investigations, exploring a range of media, materials and processes. Students research relevant artists and designers, record observations, experiment creatively and produce personal outcomes that demonstrate all assessment objectives.
	Component 2: Externally Set Assignment	40%	Start: January 2027 Timescale: 4 months	April 2027	Respond to one externally set starting point through research, experimentation and development. Students use the skills and knowledge acquired during the course to create a personal response, culminating in a final outcome completed during 10 hours of supervised assessment.
Business Studies	Unit 2: Planning a Business	20%	<u>Booklet A</u> Start: Mid-January 2027 Timescale: 1 month	<u>Booklet A</u> Mid-February 2027	Complete Booklet A: Planning.
			<u>Booklet B</u> Start: Mid-February Timescale: 2 months	<u>Booklet B</u> Mid-April 2027	Complete Booklet B: Communicate Findings.

SUBJECT	UNIT TITLE	%	PREPARATION START DATE AND TIMESCALE FOR COMPLETION	DEADLINE FOR COMPLETION	SUMMARY OF TASK
Digital Technology	Route A: Multimedia Unit 3: Digital Authoring Practice	30%	Start: September 2026 Timescale: 36 hours	Friday 12 March 2027	Design, develop and test multimedia systems.
	Route B: Programming Unit 5: Digital Development Practice	30%	Start: September 2026 Timescale: 36 hours	Friday 12 March 2027	Design, develop and test coded solutions.
Drama	Component 1: Devised Performance	25%	Start: September 2026 Timescale: 10 weeks	Friday 13 November 2026	Work as part of a group to plan, prepare and present a devised performance based on a given stimulus as either a performer or designer and complete a Student Log.
	Component 2: Scripted Performance	35%	Start: December 2026 Timescale: 8 weeks	Friday 19 February 2027	Work as part of a group to plan, prepare and present a performance based on a selected script as either a performer or designer.
English Language	Unit 2: Speaking and Listening	20%	Ongoing throughout Year 11 and Year 12	End of January 2027	Plan, prepare and engage in talk in each of the following contexts: Individual Presentation, Group Discussion and Role Play.
English Literature	Unit 3: The Study of Shakespeare	20%	Start: September 2026 Timescale: 6 weeks	Friday 23 October 2026	Write an essay response to the given question on <i>Macbeth</i> by William Shakespeare. Time Allowed: 2 hours (4 x 30 minutes)
Home Economics – Child Development	Unit 3: Investigation Task	40%	Start: W/C 21 September 2026 Timescale: 12 weeks	W/C 18 January 2027	Complete one task from a choice of two and present a written report which includes: Part A – Analysis and Justification, Part B – Secondary Research and Analysis of Own Viewpoint, Part C – Conclusions and Evaluation of Parts A and B, Part D – Planning and Outcome and Part E – Evaluation of Planning and Outcome.

SUBJECT	UNIT TITLE	%	PREPARATION START DATE AND TIMESCALE FOR COMPLETION	DEADLINE FOR COMPLETION	SUMMARY OF TASK
Home Economics – Food and Nutrition	Component 2: Investigation Task	50%	Start: W/C 7 September 2026 Timescale: 12 weeks	<u>Practical Activity</u> W/C 9 and 16 November 2026 <u>Written Report</u> W/C 18 January 2027	Complete one given task and present a written report which includes: Part A – Research and Viewpoints, Part B – Justification of Choice, Part C – Planning, Part D – Practical Activity and Part E – Evaluation.
Moving Image Arts	Component 3: Planning and Making a Moving Image Product	20%	Start: September 2026 Timescale: 6 months	April 2027	Produce a live-action or animated film portfolio which features: Research Analysis, Screenplay and Storyboard, Shot List, Shooting Schedule and a Director's Notebook, a completed Moving Image Film (2 minutes) or Animation (40-60 seconds).
Music	Component 2: Composing	30%	Start: January 2026 Timescale: Ongoing throughout Year 11 and Year 12.	Composition 1: October 2026 Composition 2: March 2027	Submit a Composition Portfolio consisting of two compositions.
Physical Education	Component 3: Individual Performances in Physical Activities and Sports	50%	Start: September 2025 Timescale: Ongoing throughout Year 11 and Year 12	April 2027	Practical Performance - Select and perform three activities or sports. Analysis of Performance - Analyse the quality of own and others' performance in any activity or sport.
Technology and Design – Product	Unit 3: Design Project	50%	Start: January 2026 Timescale: Ongoing throughout Year 11 and Year 12	Monday 22 March 2027	Develop a design portfolio and complete an associated manufacturing task.

KEY STAGE 4 CURRICULUM AND EXAMINATION OVERVIEW 2026-2027

The following table provides an overview of the Key Stage 4 curriculum and examination arrangements for 2026-2027. While every effort has been made to ensure the accuracy of this information at the time of print, pupils must refer to their individual Statement of Entry and official examination board timetables for examination dates and times. If there is any query regarding a pupil's individual Statement of Entry, the matter should be raised with Mrs C. McKee, Examinations Officer.

SUBJECT	UNIT TITLE	NATURE OF ASSESSMENT	%	YEAR STUDIED	EXAMINATION DATE
Art and Design	Unit 1: Portfolio	Controlled Assessment	60%	Year 11 and Year 12	External Moderation: June 2027 (for Year 12) June 2028 (for Year 11) (Date TBC)
	Unit 2: Externally Set Assignment (Part 1 Preparatory Study Period)	Controlled Assessment	40%	Year 12	External Moderation: June 2027 (for Year 12) June 2028 (for Year 11) (Date TBC)
	Unit 2: Externally Set Assignment (Part 2 10 Hour Period of Sustained Focus Work)				
Business Studies	Unit 1: Starting a Business	Exam (1 hour 30 minutes)	40%	Year 11	Wednesday 12 May 2027 (1.30 – 3.00pm)
	Unit 2: Developing a Business	Exam (1 hour 30 minutes)	40%	Year 12	Friday 21 May 2027 (1.30 – 3.00pm)
	Unit 3: Planning a Business (Synoptic)	Controlled Assessment	20%	Year 12	
Digital Technology (Multimedia)	Unit 1: Digital Technology	Exam (1 hour)	30%	Year 11	Monday 17 May 2027 (1.30 – 2.30pm)
	Unit 2: Digital Authoring Concepts	Exam (1 hour 30 minutes)	40%	Year 12	Tuesday 1 June 2027 (9.15 – 10.45am)
	Unit 3: Digital Authoring Practice	Controlled Assessment	30%	Year 12	
Digital Technology (Programming)	Unit 1: Digital Technology	Exam (1 hour)	30%	Year 11	Monday 17 May 2027 (1.30 – 2.30pm)
	Unit 4: Digital Development Concepts	Exam (1 hour 30 minutes)	40%	Year 12	Tuesday 1 June 2027 (9.15 – 10.45am)
	Unit 5: Digital Development Practice	Controlled Assessment	30%	Year 12	

SUBJECT	UNIT TITLE	NATURE OF ASSESSMENT	%	YEAR STUDIED	EXAMINATION DATE
Drama	Component 1: Devised Drama	Controlled Assessment	25%	Year 12	
	Component 2: Scripted Performance	Controlled Assessment	35%	Year 12	Visiting Moderation: Thursday 4 March – Friday 9 April 2027 (Date TBC)
	Component 3: Knowledge and Understanding of Drama	Exam (1 hour 30 minutes)	60%	Year 11 and Year 12	Wednesday 5 May 2027 (9.15 – 10.45am)
English Language	Unit 1: Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts	Exam (1 hour 45 minutes)	40%	Year 11	Thursday 6 May 2027 (9.15 – 11.00am) Resit for Year 12: Friday 13 November 2026 (9.15 – 11.00am)
	Unit 2: Speaking and Listening	Controlled Assessment	20%	Year 11 and Year 12	Visiting Moderation: Monday 1 March – Wednesday 7 April 2027 (Date TBC)
	Unit 4: Personal or Creative Writing and Reading Literary and Non-Fiction Texts * <i>(*For pupils beginning Year 11 in September 2026, this unit will become Unit 3 and will be worth 40%, following the removal of Controlled Assessment and the introduction of an interim specification for GCSE English Language.)</i>	Exam (1 hour 45 minutes)	30%	Year 12	Monday 16 November 2026 (9.15 – 11.00am) Resit Option: Wednesday 19 May 2027 (9.15 – 11.00am)

SUBJECT	UNIT TITLE	NATURE OF ASSESSMENT	%	YEAR STUDIED	EXAMINATION DATE
English Literature	Unit 1: The Study of Prose and Unseen Prose	Exam (1 hour 45 minutes)	30%	Year 11	Wednesday 12 May 2027 (9.15 – 11.00am)
	Unit 2: The Study of Drama and Poetry	Exam (2 hours)	50%	Year 12	Monday 24 May 2027 (9.15 – 11.15am)
	Unit 3: The Study of Shakespeare	Controlled Assessment	20%	Year 12	
French	Unit 1: Listening	Exam (45 minutes)	25%	Year 11 and Year 12	Monday 24 May 2027 (1.30 – 2.15pm)
	Unit 2: Speaking	Exam	25%	Year 11 and Year 12	Monday 5 April – Friday 30 April 2027 (Date TBC) (7 – 12 minutes plus 10 minutes of supervised preparation)
	Unit 3: Reading	Exam (1 hour)	25%	Year 11 and Year 12	Thursday 10 June 2027 (1.30 – 2.30pm)
	Unit 4: Writing	Exam (1 hour 15 minutes)	25%	Year 11 and Year 12	Thursday 3 June 2027 (1.30 – 2.45pm)
Geography	Unit 1: Understanding Our Natural World	Exam (1 hour 30 minutes)	40%	Year 11	Monday 10 May 2027 (1.30 – 3.00pm)
	Unit 2: Living in Our World	Exam (1 hour 30 minutes)	40%	Year 12	Wednesday 26 May 2027 (1.30 – 3.00pm)
	Unit 3: Fieldwork	Exam (1 hour)	20%	Year 12	Tuesday 8 June 2027 (1.30 – 2.30pm)
History	Unit 1: Life in the United States of America 1920 – 33 and Changing Relations: Northern Ireland and its Neighbours 1965-98	Exam (1 hour 45 minutes)	60%	Year 11	Thursday 20 May 2027 (9.15 – 11.00am)
	Unit 2: Outline Study International Relations 1945 - 2003	Exam (1 hour 15 minutes)	40%	Year 12	Wednesday 9 June 2027 (1.30 – 2.45pm)

SUBJECT	UNIT TITLE	NATURE OF ASSESSMENT	%	YEAR STUDIED	EXAMINATION DATE
Home Economics – Child Development	Unit 1: Parenthood, Pregnancy and the Newborn Baby	Exam (1 hour 15 minutes)	30%	Year 11	Thursday 20 May 2027 (1.30 – 2.45pm)
	Unit 2: The Development of the Child (0 – 5 years)	Exam (1 hour 15 minutes)	30%	Year 12	Thursday 3 June 2027 (9.15 – 10.30am)
	Unit 3: Investigation Task	Controlled Assessment	40%	Year 12	
Home Economics – Food and Nutrition	Component 1: Food and Nutrition	Exam (2 hours)	50%	Year 12	Monday 10 May 2027 (9.15 – 11.15am)
	Component 2: Practical Food and Nutrition	Controlled Assessment	50%	Year 12	
Irish	Unit 1: Listening	Exam (45 minutes)	25%	Year 11 and Year 12	Tuesday 11 May 2027 (1.30 – 2.15pm)
	Unit 2: Speaking	Exam	25%	Year 11 and Year 12	Monday 5 April – Friday 30 April 2027 (Date TBC) (7 – 12 minutes plus 10 minutes of supervised preparation)
	Unit 3: Reading	Exam (1 hour)	25%	Year 11 and Year 12	Thursday 17 June 2027 (1.30 – 2.30pm)
	Unit 4: Writing	Exam (1 hour 15 minutes)	25%	Year 11 and Year 12	Friday 28 May 2027 (1.30 – 2.45pm)

SUBJECT	UNIT TITLE	NATURE OF ASSESSMENT	%	YEAR STUDIED	EXAMINATION DATE
Mathematics	Unit M2, Unit M3 or Unit M4	Exam (Unit M2: 1 hour 45 minutes) (Unit M3 and M4: 2 hours)	45%	Year 11	Friday 14 May 2027 (Unit M2: 9.15 – 11.00am) (Unit M3 and M4: 9.15 – 11.15am) Resit for Year 12: Tuesday 17 November 2026 (Unit M2: 9.15 – 11.00am) (Unit M3 and M4: 9.15 – 11.15am)
	Unit M6, Unit M7 or Unit M8	Exam (Unit M6 Non-Calculator: 1 hour Calculator: 1 hour) (Unit M7 or Unit M8 Non-Calculator: 1 hour 15 minutes Calculator: 1 hour 15 minutes)	55%	Year 12	Thursday 27 May 2027 (Unit M6 Non-Calculator: 9.15 – 10.15am / Calculator: 10.45 – 11.45am) Unit M7 or Unit M8 Non-Calculator: 9.15 – 10.30am / Calculator: 10.45 – 12.00pm) Resit for Year 12: Thursday 19 November 2026 (Unit M6 Non-Calculator: 9.15 – 10.15am / Calculator: 10.45 – 11.45am) Unit M7 or Unit M8 Non-Calculator: 9.15 – 10.30am / Calculator: 10.45 – 12.00pm)

SUBJECT	UNIT TITLE	NATURE OF ASSESSMENT	%	YEAR STUDIED	EXAMINATION DATE
Further Mathematics	Unit M4 (Mathematics)	Exam (2 hours)	45%	Year 11	Friday 14 May 2027 (9.15 – 11.15am) Resit for Year 12: Tuesday 17 November 2026 (9.15 – 11.15am)
	Unit M8 (Mathematics)	Exam Non-Calculator: 1 hour 15 minutes / Calculator: 1 hour 15 minutes)	55%	Year 11	Thursday 27 May 2027 Non-Calculator: 9.15 – 10.30am / Calculator: 10.45 – 12.00pm) Resit for Year 12: Thursday 19 November 2026 Non-Calculator: 9.15 – 10.30am / Calculator: 10.45 – 12.00pm)
	Unit 1: Pure Mathematics	Exam (2 hours)	50%	Year 12	Tuesday 18 May 2027 (9.15 – 11.15am)
	Unit 2: Mechanics	Exam (1 hour)	25%	Year 12	Friday 4 June 2027 (1.30 – 2.30pm)
	Unit 3: Statistics	Exam (1 hour)	25%	Year 12	Tuesday 15 June 2027 (9.15 – 10.15am)

SUBJECT	UNIT TITLE	NATURE OF ASSESSMENT	%	YEAR STUDIED	EXAMINATION DATE
Moving Image Arts	Component 1: Critical Understanding of Creative and Technical Moving Image Production	Online Exam (1 hour 30 minutes)	40%	Year 11 and Year 12	Wednesday 26 May 2027 (9.15 – 10.45am)
	Component 2: Acquisition of Skills in Moving Image Production	Controlled Assessment	20%	Year 11	
	Component 3: Planning and Making a Moving Image Product	Controlled Assessment	40%	Year 12	
Music	Component 1: Performing and Appraising	Exam	35%	Year 11 and Year 12	Wednesday 7 April – Tuesday 11 May 2027 (Date TBC)
	Component 2: Composing	Controlled Assessment	30%	Year 11 and Year 12	
	Component 3: Listening and Appraising	Exam (1 hour 30 minutes)	35%	Year 11 and Year 12	Tuesday 8 June 2027 (9.15 – 10.45am)
Physical Education	Component 1: Factors Underpinning Health and Performance	Exam (1 hour 15 minutes)	25%	Year 12	Thursday 13 May 2027 (1.30 – 2.45pm)
	Component 2: Developing Performance	Exam (1 hour 15 minutes)	25%	Year 12	Thursday 20 May 2027 (1.30 – 2.45pm)
	Component 3: Individual Performances in Physical Activities and Sports	Controlled Assessment	50%	Year 11 and Year 12	Visiting Moderation: Monday 5 April – Friday 23 April 2027 (Date TBC)
Religious Studies	Unit 7: An Introduction to Philosophy of Religion	Exam (1 hour 30 minutes)	50%	Year 11	Wednesday 2 June 2027 (1.30 – 3.00pm)
	Unit 7: An Introduction to Philosophy of Religion	Exam (1 hour 30 minutes)	50%	Year 12	Wednesday 2 June 2027 (1.30 – 3.00pm)

SUBJECT	UNIT TITLE	NATURE OF ASSESSMENT	%	YEAR STUDIED	EXAMINATION DATE
Science (Double Award)	Biology Unit B1: Cells, Living Processes and Biodiversity	Exam (1 hour)	11%	Year 11	Tuesday 11 May 2027 (9.15 – 10.15am) Resit for Year 12: Monday 9 November 2026 (9.15 – 10.15am)
	Chemistry Unit C1: Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis	Exam (1 hour)	11%	Year 11	Monday 17 May 2027 (9.15 – 10.15am) Resit for Year 12: Thursday 25 February 2027 (9.30 – 10.30am)
	Physics Unit P1: Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion	Exam (1 hour)	11%	Year 11	Tuesday 25 May 2027 (9.15 – 10.15am) Resit for Year 12: Friday 26 February 2027 (9.30 – 10.30am)
	Biology Unit B2: Body Systems, Genetics, Microorganisms and Health	Exam (1 hour 15 minutes)	14%	Year 12	Wednesday 2 June 2027 (9.15 – 10.30am)
	Chemistry Unit C2: Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry	Exam (1 hour 15 minutes)	14%	Year 12	Thursday 10 June 2027 (9.15 – 10.30am)
	Physics Unit P2: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics	Exam (1 hour 15 minutes)	14%	Year 12	Monday 14 June 2027 (9.15 – 10.30am)
	Unit 7: Practical Skills (Biology, Chemistry and Physics) (Between January – June students will complete a one-hour practical task set by CCEA in class in Biology, Chemistry and Physics. Pupils will also complete three 30 minute practical papers based on the practicals carried out in Year 11 and Year 12 in each subject area.)	Practical Assessment	25%	Year 12	Biology Practical Theory: Wednesday 2 June 2027 (10.45 – 11.15am) Chemistry Practical Theory: Thursday 10 June 2027 (10.45 – 11.15am) Physics Practical Theory: Monday 14 June 2027 (10.45 – 11.15am)

SUBJECT	UNIT TITLE	NATURE OF ASSESSMENT	%	YEAR STUDIED	EXAMINATION DATE
Spanish	Unit 1: Listening	Exam (45 minutes approx.)	25%	Year 11 and Year 12	Wednesday 19 May 2027 (1.30 – 2.15pm)
	Unit 2: Speaking	Exam	25%	Year 11 and Year 12	Monday 5 April – Friday 30 April 2027 (Date TBC) (7 – 12 minutes plus 10 minutes of supervised preparation)
	Unit 3: Reading	Exam (1 hour)	25%	Year 11 and Year 12	Monday 7 June 2027 (9.15 – 10.15am)
	Unit 4: Writing	Exam (1 hour 15 minutes)	25%	Year 11 and Year 12	Thursday 27 May 2027 (1.30 – 2.45pm)
Technology and Design - Product	Unit 1: Technology and Design Core Content	Exam (1 hour 30 minutes)	25%	Year 11	Tuesday 25 May 2027 (1.30 – 3.00pm)
	Unit 2: Product Design	Exam (1 hour 30 minutes)	25%	Year 12	Friday 4 June 2027 (9.15 – 10.45am)
	Unit 3: Design and Manufacturing Project	Controlled Assessment	50%	Year 11 and Year 12	Visiting Moderation: Thursday 29 April – Thursday 13 May 2027 (Date TBC)

EXAMINATION RESULTS DATES

Throughout 2026-2027, external examination results will be issued to pupils as follows:

EXAMINATION SERIES	RESULTS DATE
November 2026	Results will be issued to candidates on Thursday 4 February 2027.
March 2027	Results will be issued to candidates on Thursday 15 April 2027.
Summer 2027	Results will be issued to candidates on Thursday 19 August 2027.

STATEMENT OF ENTRY EXAMPLE

Statement Of Entry

Season:	Summer Exams 2026
Name:	Year: 12
Sex:	Registration Group: 12G
Date of Birth: 00/00/0000	Admission Number: 0000
Candidate Number: 0000	
Name on Certificates:	

Entries

NICCEA	GCSE/FC*	G2337	Further Mathematics Cash-in
NICCEA	GCSE/FC*	G9292	English Language Cash-in
NICCEA	GCSE/FC*	G9302	English Literature Cash-in
NICCEA	GCSE/FC*	G9362	Geography Cash-in
NICCEA	GCSE/FC*	G9520	Food and Nutrition
NICCEA	GCSE/FC*	G9770	Physical Education
NICCEA	GCSE/FC*	G9802	Religious Studies Cash-in
NICCEA	GCSE/DA*	G9824	Double Award Science Cash-in
NICCEA	GCSE/B	GGDW4H	Das: Biology Unit 2 (H)
NICCEA	GCSE/B	GGDW5H	Das: Chemistry Unit 2 (H)
NICCEA	GCSE/B	GGDW6H	Das: Physics Unit 2 (H)
NICCEA	GCSE/B	GGDW7H	Das: Practical Skills Unit 7 (H)
NICCEA	GCSE/B	GGEL2	English Literature Unit 2
NICCEA	GCSE/B	GGEL3	English Literature Unit 3
NICCEA	GCSE/B	GGEN2	English Language Unit 2
NICCEA	GCSE/B	GGEN3	English Language Unit 3
NICCEA	GCSE/B	GGFM1	Further Mathematics Unit 1
NICCEA	GCSE/B	GGFM2	Further Mathematics Unit 2
NICCEA	GCSE/B	GGFM3	Further Mathematics Unit 3
NICCEA	GCSE/B	GGGY1	Geography Unit 1
NICCEA	GCSE/B	GGGY2	Geography Unit 2
NICCEA	GCSE/B	GGGY3	Geography Unit 3
NICCEA	GCSE/B	GGRE6	Religious Studies Unit 6

- 1. Contingency date Wed 24 June 2026**
- 2. Check you have been entered for all exams and all your details are accurate;**
- 3. Exams will generally all take place in the Sports Hall but check Exam Noticeboard for variations;**
- 4. Please note the date and time of each exam and arrive at least 15 mins beforehand;**
- 5. You must bring all stationery you need for each exam, spares will not be provided;**
- 6. Any queries, errors or concerns, please see Mrs McKee or Mrs Johnston immediately.**

STATEMENT OF RESULTS EXAMPLE

Candidate Statement of Results

Season: Summer Exams 2026

Name:

Candidate Number: 0000

UCI:

Exam Results

Board	Level	Element Code	Title	Grd1	Grd2	Mark	Equiv	End1	End2	Points
NICCEA	GCSE/DA*	G9824	Double Award Science Cash-in	AB			466			98
NICCEA	GCSE/FC*	G2337	Further Mathematics Cash-in	A			168			52
NICCEA	GCSE/FC*	G9292	English Language Cash-in	A			320			52
NICCEA	GCSE/FC*	G9302	English Literature Cash-in	B			159			46
NICCEA	GCSE/FC*	G9362	Geography Cash-in	C*			214			43
NICCEA	GCSE/FC*	G9520	Food and Nutrition	B						46
NICCEA	GCSE/FC*	G9770	Physical Education	A						52
NICCEA	GCSE/FC*	G9802	Religious Studies Cash-in	B			149			46
NICCEA	GCSE/B	GGDW4H	Das: Biology Unit 2 (H)			68	a			0
NICCEA	GCSE/B	GGDW5H	Das: Chemistry Unit 2 (H)			58	c*			0
NICCEA	GCSE/B	GGDW6H	Das: Physics Unit 2 (H)			62	b			0
NICCEA	GCSE/B	GGDW7H	Das: Practical Skills Unit 7 (H)			118	b			0
NICCEA	GCSE/B	GGEL2	English Literature Unit 2			77	b			0
NICCEA	GCSE/B	GGEL3	English Literature Unit 3			34	a			0
NICCEA	GCSE/B	GGEN2	English Language Unit 2			69	a			0
NICCEA	GCSE/B	GGEN3	English Language Unit 3			64	a			0
NICCEA	GCSE/B	GGFM1	Further Mathematics Unit 1			90	a			0
NICCEA	GCSE/B	GGFM2	Further Mathematics Unit 2			39	b			0
NICCEA	GCSE/B	GGFM3	Further Mathematics Unit 3			39	b			0
NICCEA	GCSE/B	GGGY1	Geography Unit 1			89	b			0
NICCEA	GCSE/B	GGGY2	Geography Unit 2			87	c*			0
NICCEA	GCSE/B	GGGY3	Geography Unit 3			38	c			0
NICCEA	GCSE/B	GGRE6	Religious Studies Unit 6			74	b			0

Additional Results

Board	Level	Subject Code	Title

GRADE BOUNDARIES

The following information is based on CCEA grade boundaries in Summer 2026.

Subject	Cash-in Code	Max UMS	Uniform Mark Boundaries								
			A*	A	B	C*	C	D	E	F	G
Agriculture & Land Use	G0312	400	365	320	292	268	240	200	160	120	80
Biology	G9092	400	355	320	292	268	240	200	160	120	80
Business & Communication Systems	G9382	300	269	240	219	201	180	150	120	90	60
Business Studies	G9122	300	270	240	219	201	180	150	120	90	60
Chemistry	G9142	400	369	320	292	268	240	200	160	120	80
Child Development	G9492	300	268	240	219	201	180	150	120	90	60
Construction	G9062	400	353	320	292	268	240	200	160	120	80
Digital Technology - Multimedia	G9582	300	277	240	219	201	180	150	120	90	60
Digital Technology - Programming	G9583	300	270	240	219	201	180	150	120	90	60
Engineering & Manufacturing	G9112	300	266	240	219	201	180	150	120	90	60
English Language	G9292	400	364	320	292	268	240	200	160	120	80
English Literature	G9302	200	180	160	146	134	120	100	80	60	40
French	G9324	400	376	320	292	268	240	200	160	120	80
Further Mathematics	G2337	200	186	160	146	134	120	100	80	60	40
Geography	G9362	300	273	240	219	201	180	150	120	90	60
German	G9424	400	375	320	292	268	240	200	160	120	80
Government & Politics	G9480	200	182	160	146	134	120	100	80	60	40
Health & Social Care	G9034	200	178	160	146	134	120	100	80	60	40
History	G9462	200	183	160	146	134	120	100	80	60	40
Hospitality	G9512	300	261	240	219	201	180	150	120	90	60
Irish	G9554	400	368	320	292	268	240	200	160	120	80
Learning for Life & Work	G9622	400	358	320	292	268	240	200	160	120	80
Leisure & Tourism	G9042	300	269	240	219	201	180	150	120	90	60
Mathematics	G9602	400	393	320	292	268	240	200	160	120	80
Motor Vehicle & Road User Studies	G9682	300	263	240	219	201	180	150	120	90	60
Physics	G9762	400	358	320	292	268	240	200	160	120	80

Subject	Cash-in Code	Max UMS	Uniform Mark Boundaries								
			A*	A	B	C*	C	D	E	F	G
Religious Studies (Full Course)	G9802	200	189	160	146	134	120	100	80	60	40
Religious Studies (Short Course)	G9803	100	95	80	73	67	60	50	40	30	20
Single Award Science	G9922	400	362	320	292	268	240	200	160	120	80
Spanish	G9914	400	380	320	292	268	240	200	160	120	80
Statistics	G2260	200	190	160	146	134	120	100	80	60	40
Technology & Design	G9952	300	264	240	219	201	180	150	120	90	60

GCSE A* Uniform Mark Boundaries

At GCSE subject level the A* uniform mark boundary is now a derived value set independently in each examination series.

A* uniform mark boundaries will vary across different GCSE subjects and examination series.

GCSE Subject	Cash-in Code	Max UMS	Uniform Mark Boundaries																	
			A*A*	A*A	AA	AB	BB	BC*	C*C*	C*C	CC	CD	DD	DE	EE	EF	FF	FG	GG	
Double Award Science	G9824	600	541	510	480	462	438	420	402	378	360	330	300	270	240	210	180	150	120	

A*A* and A*A Uniform Mark Boundaries	At GCSE Double Award Science the subject level A*A* and A*A uniform mark boundaries are now derived values set independently in examination series. The A*A* and A*A uniform mark boundaries will vary across different examination series.
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GCSE Art & Design (G9080) Grade Boundaries - Summer 2026



Component Level		
Component	G9081	G9082
Max Marks	120	80
a	97	66
c	72	48
f	23	15
Description	Controlled Assessment	External Set Assignment

Subject Level	
Max Marks	200
A*	191
A	163
B	148
C*	134
C	120
D	92
E	65
F	38
G	11

At component level only the notional judgemental boundaries a, c and f are set. These are aggregated together to arrive at the subject level boundaries.

The grade boundaries for linear qualifications are set independently in each examination series.

Using this year's boundaries to estimate future boundaries must be used with caution as they change each year.

GCSE Drama (G9260) Grade Boundaries - Summer 2026



Component Level			
Component	G9261	G9262	G9263
Max Marks	50	70	80
a	43	58	63
c	29	36	38
f	16	21	20
Description	Controlled Assessment	Visiting Moderation	Exam

Subject Level	
Max Marks	200
A*	183
A	164
B	143
C*	123
C	103
D	87
E	72
F	57
G	42

At component level only the notional judgemental boundaries a, c and f are set. These are aggregated together to arrive at the subject level boundaries.

The grade boundaries for linear qualifications are set independently in each examination series.

Using this year's boundaries to estimate future boundaries must be used with caution as they change each year.

GCSE Moving Image Arts (G9530) Grade Boundaries - Summer 2026



Component Level				
Component	G9531	G9532*		G9533
Max Marks	80	Raw: 60	Scaled: 40	80
a	62	47	31	63
c	46	36	24	45
f	30	24	16	25
Description	Exam	Controlled Assessment (Task Booklet)		Controlled Assessment (Portfolio)

Subject Level	
Max Marks	200
A*	177
A	156
B	142
C*	128
C	115
D	100
E	85
F	71
G	57

*G9532 - candidates are graded on their final Scaled mark for the component.

At component level only the notional judgemental boundaries a, c and f are set. These are aggregated together to arrive at the subject level boundaries.

The grade boundaries for linear qualifications are set independently in each examination series.

Using this year's boundaries to estimate future boundaries must be used with caution as they change each year.

GCSE Physical Education (G9770) Grade Boundaries - Summer 2026



Component Level			
Component	G9771	G9772	G9773
Max Marks	100	100	200
a	89	70	172
c	76	54	141
f	42	23	80
Description	Exam	Exam	Controlled Assessment

Subject Level	
Max Marks	400
A*	360
A	331
B	311
C*	291
C	271
D	229
E	187
F	145
G	103

At component level only the notional judgemental boundaries a, c and f are set. These are aggregated together to arrive at the subject level boundaries.

The grade boundaries for linear qualifications are set independently in each examination series.

Using this year's boundaries to estimate future boundaries must be used with caution as they change each year.

GCSE Music (G9710) Grade Boundaries - Summer 2026



Component Level			
Component	G9711	G9712	G9713
Max Marks	70	60	70
a	57	49	47
c	43	38	39
f	21	18	21
Description	Performance	Composing	Exam

Subject Level	
Max Marks	200
A*	174
A	153
B	142
C*	131
C	120
D	100
E	80
F	60
G	40

At component level only the notional judgemental boundaries a, c and f are set. These are aggregated together to arrive at the subject level boundaries.

The grade boundaries for linear qualifications are set independently in each examination series.

Using this year's boundaries to estimate future boundaries must be used with caution as they change each year.

SIXTH FORM GENERAL ADMISSIONS CRITERIA (SEPTEMBER 2026)

St. Mary's
Grammar School, Magherafelt.



CRITERIA FOR ADMISSION TO YEAR 13 - 2026

GENERAL CRITERIA

ACADEMIC

- (i) Students must have demonstrated, by their preparation for GCSE, their ability and interest in working towards good A-level grades.
Consideration of a student's preparation for GCSE will take account of school reports and/or weeks on electronic report and the student's full compliance with arrangements for controlled assessment/coursework in those subjects where it is an integral part of the course.
- (ii) Students must have achieved a minimum of seven GCSE subjects at Grades A*-C.
- (iii) Students should have a minimum of a grade B in the subject which they wish to study for AS or A Level.
- (iv) Students must satisfy the Subject Specific Criteria for each A Level subject.
- (v) In an instance when a subject is oversubscribed students will be ranked in accordance with GCSE results and those with higher GCSE results will be given first preference.
- (vi) In the first instance students with 18 points or higher will be considered for admission. Thereafter, if places are available students may be considered for admission on a descending scale to a minimum of 15 points, in which case the marks attained will be decisive.

The table below indicates how many points are awarded to each grade at GCSE level.

Grade	A*	A	B	C*	C
Points	5	4	3	2	1

- (vi) When a subject is over-subscribed (i.e. where there are more pupils wanting to take the subject than there are places available and those pupils have achieved the subject specific criteria) students will be ranked according to their GCSE marks. Students with higher GCSE marks will have preference.
- (vii) Criteria may be enhanced at the discretion of the Principal.

ATTENDANCE

Students must have an attendance rate in Year 12 of at least 95% (unless there are mitigating circumstances which will be discussed at your post GCSE results interview in August).

BEHAVIOUR

Students must have observed school rules especially with regard to punctuality, conduct, and adherence to uniform regulations, respect for staff, fellow pupils and school property. Consideration of a student's behaviour will take account of his/her achievement and behaviour profiles, the number of weeks on electronic report/detentions and/or suspensions.

The Principal may review applications by individual students who do not meet the criteria listed.

SIXTH FORM SUBJECT-SPECIFIC ENTRY CRITERIA (SEPTEMBER 2026)

A LEVEL SUBJECTS ON OFFER	ACADEMIC REQUIREMENTS - GCSE GRADES
Art and Design	A in Art and Design
Biology	AA in DA Science with an A in the Unit 2 Biology component of Double-Award Science and B in Mathematics
Business Studies	Priority will be given to students who achieve a B in Business Studies and then those who achieve a B in English Language and B in Mathematics (if not offering GCSE Business Studies)
Chemistry	AA in DA Science with an A in the Unit 2 Chemistry component of Double-Award Science and A in Mathematics
Construction (BTEC)	B in Mathematics
Digital Technology	A in GCSE Digital Technology (Multimedia) or B in GCSE Digital Technology (Programming)
Drama and Theatre Studies	A in Drama and B in English Language or Literature (if not offering GCSE Drama)
Economics	A in English Language and B Mathematics. B in Business Studies (if studied)
Engineering (BTEC)	A in Mathematics and BB Double Award Science
English Literature	A in English Literature and A in English Language
French	B in French and B in English Language
Geography	B in Geography with B in English Language
Health and Social Care	Priority will be given to students who achieve a B in English Language or English Literature
History	B in History or AA in English Language and Literature (if not offering GCSE History)
Irish	B in Irish and B in English Language
Life and Health Science (Single Award)	Minimum AB in DA Science. If oversubscribed, places will be awarded based on DA Science performance.
Mathematics	A in Mathematics with B in Further Mathematics A* in Mathematics (if not offering Further Mathematics)
Moving Image Arts	Priority will be given to students who achieve a B in Moving Image Arts and then those who achieve a B in English Literature (if not offering GCSE Moving Image Arts)
Music	A in Music or a B in Music with at least Grade 6 in instrument/voice
Nutrition & Food Science	Priority will be given to students who achieve a B in Nutrition & Food Science and then those who achieve AB in Double Award Science (if not offering GCSE Nutrition & Food Science). All students require a B in English Language.
Physical Education	A in PE and C*C* in Double Award Science
Physics	AA in DA Science with an A in the Unit 2 Physics component of Double-Award Science and At least 360 UMS in Mathematics or an A in Mathematics and a B Further Maths
Religious Studies	Priority will be given to students who achieve a B in Religious Studies and then those who achieve a B in English Language (if not offering GCSE Religious Studies)
Software Systems Development	A in Digital Technology (Programming). In the event of oversubscription, students will be placed based on their Unit 4 Examination.
Spanish	B in Spanish and B in English Language
SA and DA Sports Studies (BTEC)	C in GCSE PE or CC in Double-Award Science (If PE was not studied at GCSE)
Technology: Product Design	B in Technology & Design (Product Design or Systems)

HOMework AND STUDY

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 Key Stage 4, effective learners:

- complete a minimum of two hours' homework each evening;
- complete all homework set by their teachers;
- complete independent study such as re-reading their notes from class each day, creating synthesised notes or completing wider reading;
- work in a quiet space with minimal distractions; and
- leave their mobile phone in a different room.

APPROACHES TO STUDY

- **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 DOWNLOADS/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, text books 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 are in your understanding.
- **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

Study facilities will be available in the School Library for all Key Stage 4 and Key Stage 5 pupils every Tuesday and Wednesday evening until 5pm, and on a Thursday evening until 7pm. These sessions will be supervised by a senior member of staff and will run from after Halloween until the beginning of study leave in May.

HOW PARENTS/CARERS CAN SUPPORT EFFECTIVE STUDY

- 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.
- 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 to 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.

REVISION PLAN TEMPLATE

DAY / DATE	TIME		SUBJECT	TOPIC	REVIEW OF PROGRESS		
	From	To			I AM CONFIDENT ABOUT THIS	I NEED TO SPEND MORE TIME ON THIS	I NEED HELP WITH THIS
Monday _____							
Tuesday _____							
Wednesday _____							
Thursday _____							
Friday _____							
Saturday _____							
Sunday _____							

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

YEAR 12 CAREERS

Year 12 students have one careers class every fortnight. They also have access to the lunchtime specific careers workshops open to all senior students and drop-in Q & A with the Head of Careers.

It is recommended that Year 12 students start to develop independent learning skills by establishing good habits, such as checking their school email for relevant events and attending the lunchtime careers workshops, if relevant to their interests. These workshops allow the opportunity to learn more about careers, universities and university courses. This can prove useful prior to making subject choices for A Level study.

The school year is broken into 3 terms. In Term 1 Lesson 1, Year 12 are introduced to the Careers Adviser from the Department of Economy – Miss McNulty. They are asked to complete a careers questionnaire for her, and these responses form the basis of a one-to-one careers interview with Miss McNulty throughout the school year. In Term 1, we look at the options open to students at the end of Year 12. They begin to understand how to promote themselves and how to create a positive impression in a Curriculum Vitae, they learn about the difference between Higher and Further Education, and how to navigate FE and HE websites.

In Term 2, pupils focus on researching the requirements for certain careers that interest them, understanding apprenticeships, selection tests and job markets.

In Term 3, pupils complete a Personal Statement, personalise their career learning to their own aspirations and plan their applications.

CAREERS PROGRAMME

TERM 1

W/B	Topic
31 August	Lesson 1: The Year Ahead (Meeting the Careers Adviser)
7 September	
14 September	Lesson 2: Careers Adviser questionnaire
21 September	
28 September	Lesson 3: Curriculum Vitae
5 October	

12 October	Lesson 4: What are my Options?
19 October	
26 October	MID-TERM
2 November	Lesson 5: Higher Education Terminology
9 November	
16 November	Lesson 6: Navigating University Websites
23 November	
30 November	Lesson 7: Subject Choice 1 – Job Searching
7 December	
14 December	

TERM 2

W/B	Topic
4 January	Lesson 8: Subject Choice 2 – What Do I Need for ...?
11 January	
18 January	Lesson 9: Understanding Apprenticeships
25 January	
1 February	Lesson 10: Personal Career Plan Update Understanding the Job Market
8 February	MID-TERM
15 February	
22 February	Lesson 11: Selection Tests
1 March	
8 March	Lesson 12: Personal Statements

15 March	
22 March	Lesson 13: Things to Consider & August Arrangements

TERM 3

5 April	Lesson 14: LinkedIn
12 April	
19 April	Lesson 15: Evaluation

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 THE STUDENT PLANNER TO MONITOR 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 4 (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	5	Head of Year Mentoring	
	6	Head of Year Lunchtime DT	Head of Year Phone Call
	7	Head of Year Behaviour Report	Head of Year Letter
Senior Leader	8	Senior Leader Mentoring	
	9	Senior Leader After-School DT	Senior Leader Phone Call
Vice-Principal (Pastoral)	10+	Vice-Principal Mentoring Behaviour Support Programme	Parental Meeting (VP & SL/HOY)

PARENTAL MEETING IF APPROPRIATE

Key Stage 4 (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	5	Head of Year Mentoring	
	6	Head of Year Lunchtime DT	Head of Year Phone Call
Senior Leader	8	Senior Leader Mentoring	
	9	Senior Leader After-School DT	Senior Leader Letter
Vice-Principal (Curriculum)	10+	Vice-Principal Mentoring Targeted Mentoring	Vice-Principal Phone Call

PARENTAL MEETING IF APPROPRIATE

ATTENDANCE AND PUNCTUALITY

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

TRACKING YOUR CHILD'S ATTENDANCE AND 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 Days Absent	No. of Days Late	Monthly Attendance %	Attendance to Date %	Parent/Carer Signature
September					
October					
November					

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

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.

SIGNING OUT

If a pupil needs to leave school during the day, they must have a signed note from a parent/carer 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.

SAFEGUARDING AND CHILD PROTECTION

As well as their statutory responsibilities in relation to pupils' learning, schools have a pastoral responsibility towards their pupils. At St. Mary's we strongly recognise that the children and young people in our charge have a fundamental right to be protected from harm. In particular, we do whatever is reasonable, in all circumstances to safeguard and promote the safety and well-being of our pupils. At St. Mary's there is a dedicated safeguarding team made up of members of the Senior Leadership Team and members of the Pastoral Team who are always available to speak to pupils and to signpost for them the appropriate next steps that should be taken.



SAFEGUARDING AND CHILD PROTECTION TEAM

Principal	Vice-Principal	Vice-Principal	Designated Teacher	Deputy Designated Teacher	Deputy Designated Teacher	Deputy Designated Teacher	Designated Governor	Chair of Board of Governors
Mr P McClean	Mrs N McCann	Mr P McVey	Mr G Quinn	Mr W McPhilomey	Mrs AM Anderson	Mrs S Higgins	Mr A Thompson	Mrs AM Campbell

HOW A PUPIL CAN EXPRESS CONCERN

I AM WORRIED ABOUT SOMETHING THAT IS HAPPENING TO ME OR TO SOMEONE I KNOW

I can talk to:

- o Mr Quinn;
- o Mr McPhilomey;
- o Mrs Anderson;
- o Mrs Higgins;
- o Mr McVey;
- o Mrs McCann;
- o Mr McClean; or
- o Any teacher.

I can call:

- o Childline (0800 11 11)
- o New Life Counselling (028 9039 1630)
- o NSPCC (0808 800 5000)



NO MOBILE PHONES OR DIGITAL DEVICES

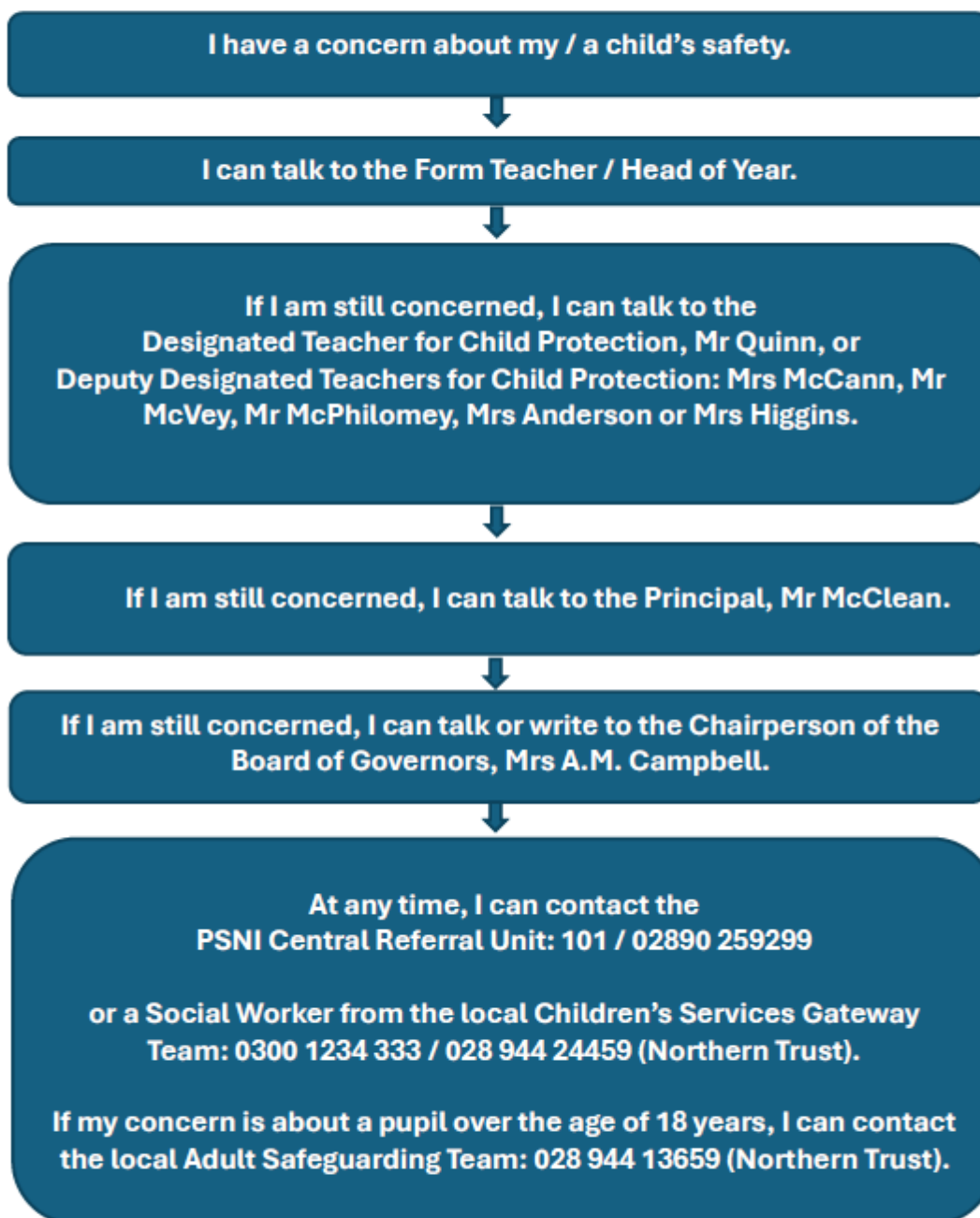
You may not have your mobile or any other electronic device switched on during the school day.

Gloria
Jeo
Soli



SAFEGUARDING AND CHILD PROTECTION FLOWCHART

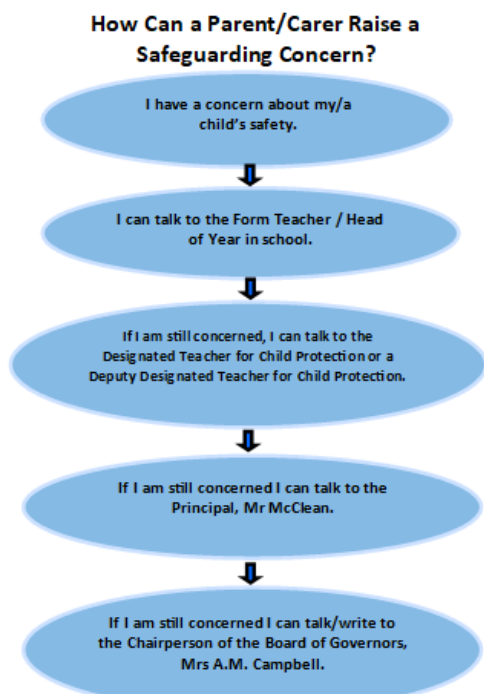
If you have concerns regarding Safeguarding or Child Protection, the procedure to follow is outlined below:



If you have escalated your concern as set out in the above flowchart and are of the view that it has not been addressed satisfactorily, you may revert to the school's Handling Complaints Policy. This policy culminates in the option for you to contact the NI Public Services Ombudsman (NIPSO) who has the legislative power to investigate your complaint.

SAFEGUARDING AND CHILD PROTECTION – SUMMARY OF SCHOOL ARRANGEMENTS

The following leaflet contains a summary of school arrangements in relation to safeguarding and child protection. This leaflet is available to view on the school website or can be collected from the School Office.



At anytime, I can talk to a Social Worker at the local Children's Services Gateway Team or contact the PSNI Central Referral Unit. If my concern is about a pupil over the age of 18 years, I can contact the local Adult Safeguarding Team (contact details overleaf).

If you have escalated your concern as set out in the flowchart above and are of the view that it has not been addressed satisfactorily, you may revert to the school's Handling Complaints Policy. This policy culminates in the option for you to contact the NI Public Services Ombudsman (NIPSO) who has the legislative power to investigate your complaint.

Details of procedures where a complaint has been made about possible abuse by a member of the school staff are contained in the full Safeguarding and Child Protection Policy.

A copy of the school's child protection arrangements will be maintained and circulated to parents/carers every two years. The policy document will be accessible on the school website and within school. Printed copies of the policy can be provided with a minimum of 24 hours notice. If you wish to request a printed copy of the policy, please contact the School Office.

Child Protection is Everyone's Responsibility

Useful Telephone Numbers and Contacts

St. Mary's Grammar School, Magherafelt:
Telephone: 028 796 32320

Single Contact for Children's Services Referral:
Telephone: 0300 1234 333

Northern Trust
Telephone: 028 944 24459
Address: Oriel House, 2-8 Castle Street, Antrim, Co Antrim,
BT41 4JE.
Email: SPOE.Referrals@northerntrust.hscni.net

Out of Hours Emergency: 028 950 49999
(after 5:00 pm each evening, at weekends and public / bank holidays)

PSNI Central Referral Unit
Telephone: 101 / 02890 259299

Adult Safeguarding Team (Northern Trust)
Telephone: 02894 413659

NSPCC : 0800 050000
Childline: 0800 1111

REMEMBER if you have ANY issues regarding child protection or have concerns regarding the safety or wellbeing of any child in our school DO NOT hesitate to contact any member of the Safeguarding Team or the Principal immediately.

THE SAFETY AND WELLBEING OF THE CHILDREN IN OUR CARE IS OF PARAMOUNT IMPORTANCE.

St. Mary's Grammar School, Magherafelt

Child Protection Information

St. Mary's
Grammar School, Magherafelt



2026-2027

Principal: Mr P. McClean

Designated Teacher for Child Protection:
Mr G. Quinn

Deputy Designated Teachers for Child Protection:
Mrs N. McCann, Mr P. McVey, Mr W. McPhilomey,
Mrs A.M. Anderson, Mrs S. Higgins

Designated Governor for Child Protection:
Mr A. Thomson

Chairperson of the Board of Governors:
Mrs A.M. Campbell

Members of the Safeguarding Team have clear roles and responsibilities in relation to the safeguarding of pupils within the school and these are detailed in our full Safeguarding and Child Protection Policy.

Introduction

This guide provides a summary of our Safeguarding and Child Protection Policy. The full policy document is available on request from the School Office.

- All adults – teaching staff, support staff and volunteers in St. Mary's—accept that they have a primary responsibility for the care, welfare and safety of our pupils.
- No concern about the welfare of any child will be ignored by staff in St. Mary's. Children's safety and feeling secure and happy in their environment is of paramount importance and it is embedded in the ethos of our school.
- St. Mary's recognises the importance of a partnership between home and school but where issues of child abuse or suspected child abuse arise, our first and only responsibility is to the child.
- As part of our ongoing work in the area of Child Protection, we will endeavour to raise children's awareness about themselves and to develop a trusting climate in which our children feel able to talk and share their thoughts and feelings.

Arrangements for Visitors to St. Mary's

All visitors to St. Mary's must report directly to the Main Reception area. Visitors must not proceed beyond the Main Reception area without signing the Visitor's Book and obtaining a Visitor's Pass which must be worn and clearly visible throughout the duration of the visit. Visitors will be accompanied by a member of school staff. Access to and movement within the school will be managed by school staff and will be restricted as needs require.

Under no circumstances should anyone who is not an employee of the school, including parents/carers, access any area of the school without first reporting to Main Reception.

Visitors to the school may be required to provide photographic ID to verify their identity.

What is Child Abuse?

Definition of Abuse

'Child abuse occurs when a child is neglected, harmed or not provided with proper care. Children may be abused in many settings, by those known to them, or more rarely by a stranger. There are different types of abuse and a child may suffer more than one of them....' SBN Policy and Procedures

Categories of Child Abuse

Physical Abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

Neglect is the failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse.

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature. "Co-operating To Safeguard Children and Young People in N.I." (DOH 2017)

Procedures

All staff at St. Mary's will ensure that all children are aware of who they can talk to if they are sad, worried, being bullied or have any other concerns.

The Department of Education of Northern Ireland requires all those working in education to cooperate fully with Social Services and other agencies to protect children. It is, therefore, our duty to refer if there is a concern about any form of abuse. The following diagram shows the procedures we are required to follow as described in The Department of Education for Northern Ireland publication Safeguarding and Child Protection in Schools: A Guide for Schools (updated 2024)

Disclosures/Concerns Regarding Abuse or Neglect

Member of staff completes note of concern on what has been shared or observed and must **ACT IMMEDIATELY** (written record to be kept).



Staff member discusses concern with Designated Teacher for Child Protection (Mr Quinn) or a Deputy Designated Teacher for Child Protection: Mrs McCann, Mr McVey, Mr McPhillomey, Mrs Anderson, Mrs Higgins.



Principal (Mr McClean) informed. Plan of Action agreed and referral decision taken.



School will continue to support the pupil as appropriate.

It should be noted that information given to members of staff about possible child abuse cannot be held 'in confidence'. In the interests of the child, staff may need to share this information with other professionals. However, only those who need to know will be told.

Parental Responsibility

Parents are required to inform the school if their child has a medical condition or educational need, if there are any Court Orders relating to the safety or wellbeing of a parent or child and if there is any change in a child's circumstances e.g. change of address, change of contact details, change of name, change of parental responsibility. More information on Parental Responsibility can be found in DE Circular 2023/02: Parental Responsibilities—Updated Guidance for Schools.

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 must not be worn on the school site.
- In the case of boys, dark socks (black or grey) and a plain black belt should be worn.
- In the case of girls, 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.
- The school crest on ties for Year 11-14 students should be visible.
- 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.

In summary, pupils are expected to adhere to the high standards of presentation established by the school and co-operate with school staff to uphold these standards, in the same way as they would be expected to do in the workplace.

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/airpods in their ears during the school day.

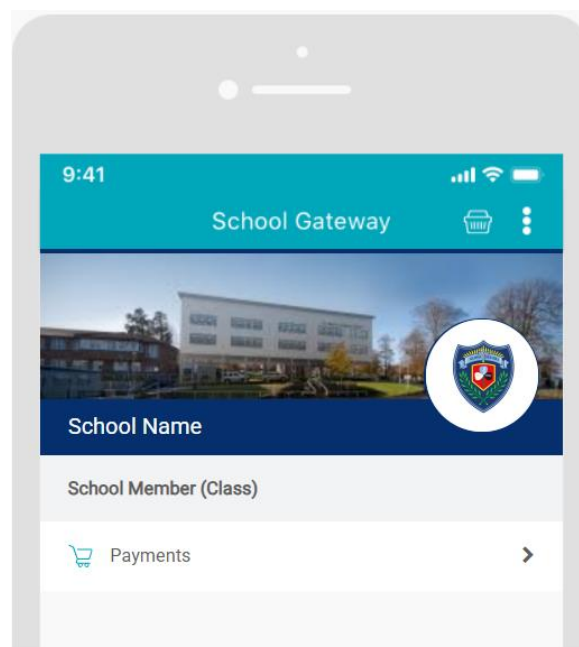
SCHOOL GATEWAY APP

At St. Mary's, we aim to sustain effective school-home communication. As we continue to develop our communication systems, we are moving towards using our bespoke school app as the primary method of contact with parents/carers. This will allow us to share important information quickly, securely, and efficiently.

While we may occasionally still send letters home with pupils or by post, and make information available on our website, our key method of communication will be through the school app. We strongly encourage all parents/carers to download and regularly check the app to ensure they receive the most up-to-date information from the school.

Download the School Gateway App

1. Go to the App Store (for iPhone) or Google Play Store (for Android) and search for "School Gateway", then download the app. Alternatively, you can visit: <https://login.schoolgateway.com>
2. Once installed, open the app and if you are asked say yes to "Allow Push Notifications".
3. Click on "New User" and enter the email address and mobile number that you have registered with the school.
4. You will receive a text message with a PIN code. Enter this code into the app when prompted.
5. Once set up, you will be able to receive messages, letters and important updates directly from the school.



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. Recent improvement work has included 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 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%. The 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 of £20 annually per pupil will be allocated from October onwards.

ST. MARY'S SCHOOL DEVELOPMENT PLAN PRIORITIES 2024-2027

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.

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.

Gloria Deo Soli

*'In the heart of each person,
hope dwells as the desire and
expectation of good things to
come, despite our not knowing
what the future may bring.'*

Pope Francis