



## ST MARY'S HIGH SCHOOL, NEWRY

### Pastoral Care Policy

Revised September 2020

#### **MISSION STATEMENT**

*OPTIMUM SEMPER FACERE 'ALWAYS TO DO ONES BEST'*

*'We will work in collaboration with other educational institutions and in partnership with parents and pupils to maximise academic and creative potential of pupils, enabling them to achieve the highest educational standards, thereby enriching their lives the community and the economy.'*

#### **Rationale:**

In St Mary's we provide high quality education where pupils are encouraged and supported to reach their full potential. As stated in a recent ETI Inspection, *'the Pastoral Care in St Mary's is outstanding'* **ETI Inspection Report Oct 2015**. As a Catholic and Rights Respecting School, we work together to engender in our pupils' positive attitudes and behaviours based on respect for self and others. Every pupil is treated as an individual and every effort is made to ensure that each pupil achieves their full potential, creating an atmosphere in which pupils feel secure, know that they are valued as individuals, and are encouraged in their learning, growth and social development in a healthy and safe learning environment.

DE's Policy for School Improvement **'Every School a Good School' April 2009**; states that every school should ensure that *'the highest standards of Pastoral care and Child Protection are in place'*. The Board of Governors, Principal and all Teaching and Non-Teaching staff have responsibility for the care and welfare of all pupils, maintaining a learning environment which is characterised by positive relationships and mutual respect between pupils and all members of staff.

#### **Principles:**

The general principles, which underpin Pastoral Care in St Mary's, are those set out in the Department of Education (Northern Ireland) guidance "Pastoral Care in Schools", the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995.

- To have in place a pastoral structure which will provide a safe, secure and supportive environment for all pupils to learn effectively;
- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously;
- To ensure the child's right to protection from harmful treatment as defined in **'The United Nations Convention on the Rights of the Child'** – *'children have the right to be protected from all forms of violence; they must be kept safe from harm; and they must be given proper care by those looking after them (Article 19)*. Moreover, Article 3 provided that *'when adults or organisations make decisions which affect children, they must always think first about what would be best for the child'*;

- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved;
- ‘Everyone in education plays a part in keeping children and young people safe from harm and abuse’ **Safeguarding and Child Protection in Schools – A Guide for Schools August 2020**
- To ensure that the child’s welfare is the paramount consideration – ‘**Children (NI) Order 1995**’.

### **Aims:**

- To ensure every pupil feels unique and a valued member of our school community;
- To instil a sense of personal worth and dignity through intellectual, moral and spiritual development;
- To develop pupils’ skills in building and maintaining good relationships with their peers, teachers and other members of our school community;
- To encourage pupils to adopt a healthy and safe lifestyle;
- To encourage a sense of personal responsibility for their own learning and actions;
- To assist pupils to develop the skills to make healthy lifestyle choices, appreciate life and respect the world in which they live in;
- To help prepare pupils to meet the demands and challenges of adult and working life.

### **Supportive and Caring Ethos in School:**

The Curriculum and Pastoral Care provisions in St Mary’s High School aims to support all pupils and prepare them to cope with the demands of school and adult life thus enabling them to achieve their full potential. These provisions include measures to help meet the physical, emotional and spiritual needs and aspirations of all learners within an inclusive learning environment. We acknowledge the importance of our pastoral role in the welfare of all young people, the mission statement and ethos permeate all aspects of school life where every member of our school community is treated with respect. Through our Pastoral Structures, Counselling Service and use of external support services pupils learn in a supportive environment. The Personal Development Programme allows pupils to explore key issues within their personal development including Self Concepts, Self Esteem, Health and Well-being, Relationships and Personal Safety.

The pastoral structure and programme is underpinned by the following principles:

- Staff promote a caring environment where all pupils feel accepted, valued and respected;
- Staff lead by example in promoting respect for each other and forming positive relationships with pupils acting as moral compasses;
- Staff promote and reward positive and respectful behaviour;
- There are clear procedures in place for child protection and safe guarding
- Through Child Protection Training all staff are fully informed of new and existing Child Protection Guidelines and Procedures;
- Promotion of positive emotional health and well-being is an integral part of the school curriculum, Health Education and the Personal Development Programmes;

- As a Catholic School, faith development is integral to the school ethos and the RE Programmes of Study. The School Chaplain, Fr Tony Corr, is available for advice and counselling;
- Pupils learn in an inclusive learning environment where diversity is nurtured and celebrated;
- The school uses a range of external agencies for professional guidance and to support the Pastoral and Personal Development programme;
- Pupils are supported to reach their full potential and additional strategies are in place for pupils with special educational needs and new comer pupils.
- Lunchtime supervision is provided by non-teaching members of staff who are fully trained in Child Protection;
- Staff adopt appropriate school procedures for cases of poor behaviour and investigate each incident impartially;
- Any sanctions imposed are fair, appropriate and agreed by the Student Voice;
- Any pupil identified as demonstrating serious behavioural tendencies will be supported and offered support i.e. Behaviour Management Intervention, Counselling, Mentoring etc

### **Rights Respecting School**

As a Rights Respecting School (Gold) and Welcoming School the core purpose is to have an inclusive learning environment where all students and staff members feel safe, supported and valued. This environment is based on respect for self and others where diversity is cherished and promoted. As a Rights Respecting School we aim to educate and support students to help them recognise prejudice, to overcome it and to respond in a positive way to negative influences. Through a range of learning experiences students develop the skills and resilience to deal with prejudice such as homophobia, racism or negative attitudes to people with disabilities.

### **Pastoral Care Structure:**

The Pastoral Structure in St Mary's provides support and pastoral guidance to all pupils (Appendix 1)

### **Transition Programmes:**

There is a comprehensive range of transition and induction programmes for all pupils moving between key stages, providing pastoral support and guidance:

Appendix 2:	Key Stage 2-3
Appendix 3:	Key Stage 3-4
Appendix 4:	Key Stage 4 to Post 16
Appendix 5:	Post 16 to Post 18

### **Personal Development Programme**

Personal Development is the process that involves the entire world of the young person, of which school is a significant part. It involves knowledge, attitudes, skills, relationships and behaviour that can be utilised in and outside the classroom. This involves thinking processes, managing emotions, values and relationships along with a range of life skills that assist young people in coping with the challenges of everyday living.

This is inclusive of their present needs and helps them in their development towards adulthood, encouraging the development and promotion of emotional intelligence.

The Personal Development Programme supports the promotion of positive relationships within the school community enabling young people to:

- work towards achieving their individual potential;
- become confident, interdependent and participative citizens;
- make informed and responsible choices and decisions throughout their lives.

Personal Development is fundamentally about the holistic development of individuals, this involves providing learning opportunities to develop values, attitudes and skills as well as the acquisition of knowledge.

### **Aims of Personal Development:**

The Personal Development Programme is consistent with the central aims and objectives of the Northern Ireland Curriculum, that is, the development of the whole person which is central to being a Rights Respecting School. This entails the acquisition of key concepts and skills and the promotion of values and dispositions.

The aim of the programme within St. Mary's is to develop a set of interrelated concepts, skills, attitudes and values which will promote the all-round development of the pupil.

The Personal Development Programme is delivered through one timetabled period per week by the pupils' Form Teacher and additional complimentary workshops and talks are facilitated by outside agencies. The overall responsibility for planning, monitoring and evaluating the Personal Development provisions within the school is Mr Fitzpatrick (Vice Principal).

### **Child Protection**

In St Mary's we have a responsibility for the Pastoral Care, general welfare and safety of the children in our care. The school carries out this duty by providing a caring, supportive and safe environment, where each child is valued for her unique talents and abilities, and in which they can learn and develop to their full potential. All staff receive Child Protection and Safeguarding training and the Child Protection Policy clarifies the responsibilities of teaching and non-teaching staff in the school in relation to child protection and to identify the action that should be taken to enable cases of suspected abuse to be reported and appropriate action taken.

The Designated Teacher is Mr M Fitzpatrick (Vice Principal) and the Deputy Designated Teacher is Mrs J Hughes (Senior Teacher).

### **CRED**

Our CRED, Shared Education and PD Programmes help pupils gain an understanding of their own tradition, respect for others and an appreciation for the importance of equality by enabling them to look for and celebrate their similarities as well as understanding and respecting diversity. As a Rights Respecting and Welcoming School, St Mary's promotes good community relations, equality and diversity helping all pupils to be at ease with difference in all its forms, promoting their own personal development and enriching the communities to which they belong.

### **SEN Provision**

St Mary's High School endeavours to ensure that all pupils have equal access to all areas of the curriculum. The SENCO, Mrs F McCloy, coordinates the provision for pupils with Special Educational Needs. The SENCO ensures:

- Procedures are in place to identify and assess pupils with possible educational needs
- Pupils with Special Educational Needs are supported in class and on a one-to-one basis as appropriate;
- Pupils are allocated the assigned Classroom Assistant provision;
- All staff are involved in the drawing up of Individual Education Plans for pupils on Stage 2 – Stage 5 on the SEN Code of Practice.
- Targets are set and reviewed bi-annually;
- Parents are consulted regularly through annual review meetings and other means of communication when necessary;
- Pupils get appropriate access arrangements for all in-house and external examinations;
- Outside agencies are appropriately used to ensure pupils with SEN are fully supported;
- SEN Transition Coordinator and Careers Adviser attends annual review at transition stage to guide and support school, parents and pupils.

### **Newcomer Pupil Provision**

The Newcomer Coordinator, Mrs S Haddad, ensures all Newcomer Pupils are given all the necessary support and guidance to integrate smoothly into their new school. The Newcomer Coordinator ensures:

- A transition meeting is organised between Parents, Pupil, Translator, and Newcomer Coordinator to establish a clear understanding of the procedures and policies in St Mary's (if required);
- All staff are involved in the completing and reviewing the CEFR for Newcomer Pupils;
- Parents are informed about the progress of their daughter through bi-annual reports and regular contact by Form Teacher, Year Tutor and Classroom Assistant;
- Outside agencies are appropriately used to ensure Newcomer Pupils are fully supported.

### **Behaviour Management Programme**

The school encourages high standards of behaviour in order to maintain a positive working environment which is a prerequisite to effective learning and teaching. Form Teachers and Year Heads monitor the behaviour of their class/year group through the Achievement/Behaviour Points system and actively encourage pupils to behave in a positive and respectful manner. The Behaviour Policy outlines roles and responsibilities and the procedures in place to celebrate positive behaviour and issue sanctions if pupils display poor behaviour. The Behaviour Management Coordinator, Mrs J Hughes, coordinates the Behaviour Management Programme in consultation with the Pastoral Team supported by outside agencies when required.

### **Mentoring Programme**

Pupil progress is tracked through Assessment Manager and pupils who are not achieving to their full potential are identified and in consultation with parents are placed on the Mentoring Programme.

### **Key Stage 3**

#### **Progress Report**

**Focus:** Identify and raise underachievement

- The Programme is led by Form Teachers and Year Tutor
- Form Teachers in consultation with Class Teachers identify pupils from their Form Class who are not working to their full potential
- A letter is sent to parents explaining the reason why a pupil is put on Progress Report
- The pupils identified are put on Progress Report for four weeks
- Feedback is sent to parents at the end of the programme

**Progress Report:** This report is for those pupils who may be underachieving in some subjects it is **not** for behavioural concerns

### **Learning Partners Programme**

Year 8 pupil progress is monitored during the first two weeks in September. Pupils who are experiencing transitional and organisational difficulties are identified and in consultation with parents are put on the Learning Partners Programme. Each Year 8 pupil who is put on the programme meets their Year 14 Learning Partner twice per week to identify targets for the following week. The programme runs from September until February.

### **Key Stage 4**

#### **Assertive Mentoring Programme**

**Focus:** Identify and raise underachievement

- The Programme is led by Senior Leadership Team, Year Tutor and Form Teachers
- Class Teachers identify pupils who are not working to their full potential
- A letter is sent to parents explaining the reason why a pupil is put on Progress Report
- There are two cycles of Assertive Mentoring: Term 1 and Term 2
- The pupils identified are put on Progress Report for four weeks
- Feedback is sent to parents at end of programme

**Progress Report:** This report is for those pupils who may be underachieving in some subjects it is **not** for behavioural concerns

### **Counselling Service**

The Counselling Service offers pupils the opportunity to talk to the qualified counsellor in confidence. The Counsellor will consult with the Designated Teacher to ascertain if there are any Child Protection concerns. The School Counsellor, Mrs N Woods, attends one day per week and provide support to those pupils who seek help in finding the best solutions to their problems. Pupils may be referred to the Counsellor through:

- A member of staff;
- A parent;
- Self-Referral

### **Extra-Curricular Activities**

Pupil participation in extra-curricular activities such as sport, music, drama, art, public speaking and curriculum clubs encourages the development of skills, self-discipline and self-worth. These opportunities are a valuable way for pupils to integrate into the life of the school and build friendships both within and between Year Groups.

### **Parents**

Parents are the primary educators of young people. The responsibility and impact of the home environment in the formative years is acknowledged as the most important influence on the development of the child. In St Mary's, we believe parents play a crucial role in ensuring their daughter achieves to her full potential in school. We encourage a strong working partnership between home and school through:

- Parent Teacher Meetings
- Transition Seminars
- Other meetings when necessary
- Communication through letters, school app, website, Bi-annual Reports, Truancy Call, Newsletter, Prospectus;
- Social Media – Facebook, Twitter, Instagram
- Celebratory Events;
- PTFA organised events
- Extra-Curricular Activities;
- Open Door Policy

### **Roles and Responsibilities:**

All teachers have the responsibility for promoting and implementing the aims of the Pastoral Care Policy. All teachers need to have a caring commitment to guide and advise pupils, either formally or informally, on personal, educational and career choice matters. Pastoral Care permeates all activities and aspects of school life.

Essentially the role of the Year Head and Form Teacher is to convey to children, through his/her attitude and example, the Christian ethos and educational purpose of the school which aims to:

- develop each child intellectually, spiritually, socially, physically and emotionally;
- prepare pupils for the opportunities, responsibilities and experiences of adult life;
- provide a caring, supportive environment in which each pupil feels valued;
- enhance the opportunity for learning for each pupil.

The following table summarises the main elements in the roles of key members of the Pastoral Team in St Mary's.

### Pastoral Structures:

	<b>ROLE</b>
<b>Form Teacher</b>	The Form Teacher is responsible for the well-being of all the pupils in their Form Class. The Form Teacher ensures attendance, punctuality, academic attainment and behaviour are monitored. They help the pupils develop the necessary skills for effective learning and are responsible for the delivery of the Personal Development Programme. There are four Form Classes in each Year Group.
<b>Year Tutor</b>	Each Year Group is assigned a Year Tutor who coordinates the work of their team, liaises with Form Teachers and has an overview of the pastoral and academic progress of the pupils in the Year Group. They also celebrate achievements with their Year Group.
<b>Behaviour Management Coordinator</b>	The Behaviour Management Coordinator liaises closely with Year Tutors, Form Teachers and outside agencies in relation to behavioural concerns and reports to the Vice Principal or Principal.
<b>Attendance Co-ordinator</b>	The Attendance Co-ordinator liaises with all pastoral leaders to monitor pupil attendance and punctuality and implements positive incentives and intervention strategies to improve pupil attendance.
<b>Vice Principal</b>	The Vice Principal has overall responsibility for Pastoral Care and is the Designated Teacher for Child Protection. The Vice Principal has responsibility for planning, monitoring and evaluating the Personal Development provisions within the school in consultation with staff and outside agencies.
<b>Principal</b>	The Principal has overall pastoral responsibility for all pupils in the school.

### Role of the Form Teacher

Form Teachers have responsibility for establishing high standards and expectations of their Form Class. There are clear behaviour management procedures and these are followed by all members of the Pastoral Care Team and include the use of the Behaviour Module to record achievements and behaviours.

- Establish a good working relationship with individual pupils and the class as a whole providing encouragement, support and guidance where needed;
- Encourage self-discipline in the pupils' attitude to parents, teachers and peers,



- Create opportunities to enable pupils to develop their self-esteem and their feeling of individual worth.
- Exhibit Christian values and ethos of the school and an awareness of the needs of others;
- Act as a linking mediator between pupil and other members of staff;
- Gain the confidence and respect of pupils;
- Complete the Personal Development Programme with their Form Class;
- Liaise and work with parents in supporting their daughter's progress in school;
- Carry out administrative duties efficiently.

### **Role of the Year Tutor**

Year Tutors have overall responsibility for establishing high standards and expectations of their Year Group, both within and outside of lessons. There are clear behaviour management procedures and these are followed by all members of the Year Tutor Team and include the use of SIMs to record achievements and behaviours.

- Chair meetings with their Form Teachers
- Coordinate all information received from subject teachers, form teachers and take action where necessary;
- Establish a good working relationship with the pupils in the Year Group providing encouragement, support and guidance where needed. If necessary, arrange meetings with external agencies;
- Monitor the academic progress of pupils taking action where necessary to raise attainment;
- Communicate when necessary with parents on matters regarding their daughter's progress;
- Arrange meetings with parents when necessary to discuss welfare issues;
- Meet with other Year Heads bi-annually to monitor and review the Personal Development Programme;
- Take responsibility for Year Assembly, Parents' Evenings and other year group activities;
- Celebrate achievements and successes

### **Role of Behaviour Management Coordinator**

The Behaviour Management Coordinator (Mrs J Hughes) has responsibility for pastoral and behavioural issues across the school. The Coordinator works very closely with the Vice Principal, Senior Leadership Team, Pastoral Care Team and other external agencies including Behaviour Support Team, Pupil Personal Development Services, Newry Adolescent Partnership, CAMHS and Just Ask.

### **Role of Vice Principal**

The Vice Principal (Mr M Fitzpatrick) has overall responsibility for the Pastoral Care arrangements in school. As Designated Teacher for Child Protection the Vice Principal chairs regular meetings with the Safeguarding Team and reports annually to the Board of Governors. Child Protection is a standing item on the Board of Governors agenda and the Vice Principal reports at every Board of Governors' meeting. All Governors and members of staff are fully trained in Child Protection every two years. The Vice Principal is also responsible for planning, monitoring and evaluating the Personal Development provisions within the school.

### **Use of External/Support Agencies:**

We acknowledge the importance of a range of external support agencies in promoting and supporting Pastoral Care within the school but also the importance of ensuring that such agencies adhere to the values and ethos of our school.

Current external / support agencies include:

- Social Services and LAC Team
- School Counsellor
- Start 360
- School Age Mums (SAM)
- xL Princes Trust
- Work 4 U
- Religious Retreat Teams/Programmes
- PSNI
- STEPS Programme
- EWO Service
- Behaviour Support Team
- MENSANA
- CARA Friend
- PIPS Care and Support
- Women's Aid
- Ready4Anything

### **Related School Policies:**

This policy is set within the broader school context of Pastoral Care and as such should be implemented in conjunction with the following school policies:

- ✚ Child Protection Policy
- ✚ Drugs Education Policy
- ✚ Anti-Bullying Policy
- ✚ Use of Reasonable Force Policy
- ✚ Relationships and Sexuality Policy
- ✚ Behaviour Policy
- ✚ e Safety and Internet Acceptable Use Policy
- ✚ Personal Development Policy
- ✚ CRED Policy
- ✚ SEN Policy
- ✚ First Aid Policy
- ✚ Health and Safety Policy

### **Dissemination of the Policy:**

Pastoral Policies are shared annually with Year 8 parents and are available on the school's website. A Pastoral Policies overview is sent to all parents at the start of each academic year.

### **Monitoring, Evaluation and Review:**

Mr Fitzpatrick, Vice Principal is responsible for monitoring, evaluating and reviewing the implementation of the Pastoral Policy. He will:

- # Advise on training and professional development for all members of staff;
- # Attend relevant Pastoral Care training;
- # Liaise with other staff including external agencies to enhance and support the Pastoral Care programmes in school;
- # Review the implementation of the policy and advise the Principal and SLT on a regular basis;
- # Monitor and review all child protection and safe guarding procedures;
- # Ensure the content of the Personal Development Programme meets the requirements of the Northern Ireland Curriculum;
- # Liaise with Form Teachers, Year Heads and other staff to evaluate and change provision as necessary;
- # Liaise with key Coordinators including Behaviour Management, Raising Standards, SENCO, Newcomer and CRED;
- # Evaluate teacher and pupil attitude towards pastoral issues through use of questionnaires and other forms of surveys and Student Voice Groups

Signed by Chair of Governors: \_\_\_\_\_

Date: \_\_\_\_\_

Signed by Principal: \_\_\_\_\_

Date: \_\_\_\_\_

Date of Review: \_\_September 2023\_\_\_\_\_

## **PASTORAL CARE 2020-2021**

<b><u>Principal</u></b>	Miss Crawley
<b><u>Head of Pastoral Care</u></b>	Mr Fitzpatrick (Vice Principal)
<b><u>Designated Teacher for Child Protection</u></b>	Mr Fitzpatrick (Vice Principal)
<b><u>Deputy Designated Teachers for Child Protection</u></b>	Mrs Hughes
<b><u>Leader of Learning - PD Programme</u></b>	Mr Fitzpatrick (Vice Principal)
<b><u>Raising Standards Leader</u></b>	Mrs Hughes
<b><u>Behaviour Management Coordinator</u></b>	Mrs Hughes
<b><u>SENCO</u></b>	Mrs Mc Cloy
<b><u>Health Education Coordinator</u></b>	Mrs McGinn
<b><u>Attendance Coordinator</u></b>	Mrs Fearon
<b><u>Rights Respecting School Council Coordinator</u></b>	Mrs Novaski
<b><u>Extended Schools Coordinator</u></b>	Mrs O'Hara
<b><u>Year Heads</u></b>	Year 8: Mrs Hughes Year 9: Mrs Hughes Year 10: Mrs Mallon Year 11: Mrs O'Hare Year 12: Mr Morgan Post 16: Mrs McGinn
<b><u>Year 8 Pastoral Team</u></b>	0815 - Miss Mc Cann 0823 - Mrs Hughes 0824 – Mrs Kearney 0837 – Miss Mc Neill

**Year 9 Pastoral Team**

**Mrs Hughes**

0904 - Miss Bellew  
0910 - Miss Hadden  
0921 - Mrs Hughes  
0927 - Miss Mallon

**Year 10 Pastoral Team**

**Mrs Mallon**

1009 - Mrs McCaughey  
1019 - Mrs Mc Caffrey  
1029 - Mrs Haddad  
1038 - Miss C Digney

**Year 11 Pastoral Team**

**Mrs O'Hare**

1108 – Miss Malone  
1112 – Miss Mc Keown  
1122 - Mrs Fearon  
1135 - Mrs Leonard

**Year 12 Pastoral Team**

**Mr Morgan**

1213 - Mrs Little  
1217 - Mrs Grant  
1220 - Mrs McCloy  
1231 - Mrs Murphy

**Post 16 Pastoral Team**

**Mrs Mc Ginn**

1303 - Mrs O'Hara  
1325 - Mrs Haughey  
1334 – Mr Twohig  
1411 – Mrs Barry  
1414 - Mrs Williams  
1434 - Mrs Kidd

**School Counsellor**

Mrs Woods

**School Chaplain**

Fr Tony Corr

## **First Aid Team**

Miss Mc Court  
Miss Malone  
Mrs Nicholl  
Miss Meaney

## **Pastoral Agencies:**

- School Counsellor
- Social Services
- Behaviour Support Team
- Education Welfare Service (EWO)
- Pupil Personal Development Services (PPDS)
- Child and Parent Support (CAPS) and Young Person's Project (YPP)
- School Age Mums (SAM)
- CAMHS, Just Ask
- Newry Adolescent Partnership
- Family Hub
- xL Princes Trust
- Women's Aid
- Life Conference and Religious Programmes
- PSNI
- Training for Business Programme, Work 4 U
- EOTAS
- Youth Service
- MENSANA – Mental Health Team
- Action Mental Health

Appendix 2

**Transition  
Key Stage 2 – Key Stage 3**

<i>Pastoral Transition</i>	<i>Curriculum Transition</i>
Visits to Primary Schools(January)	Employability Programme
Open Night (January)	Transition Mornings (Assessments June)
Visits to Main Feeder Primary Schools(June)	Learning and Assessment Seminar (September)
Transition Mornings for Pupils (June)	Extended Schools Programme
Pupil and Parent Evening (June)	KS5 Maths Mentors
Summer Activity Week (August)	Count Read Succeed, Numeracy and Literacy Programmes
Personal Development Programme	Year 13 Maths Mentors (In local Primary Schools)
Senior Prefects assigned to each Form Class	Young Enterprise "Your School, Your Business'
Learning Partners Programme	P6 Technology Insight Day
Newcomer and SEN Support	World Book Day Quiz (P6 Pupils)
School Website and App	Maths Interact Roadshow (P6)
Ready For Anything Resilience Programme	Baseline Assessment (MidYis)
	Tree of Knowledge (Study Skills)

Appendix 3

**Transition  
Key Stage 3 – Key Stage 4**



## ***Pastoral and Curriculum Transition***

Year 10 Employability Programme – Making Choices

February: During Options Week, all subject teachers talk to their Year 10 class about the GCSE Curriculum

February: Parent GCSE Information Seminar:  
Parents are invited to attend an information seminar on GCSE subjects that are additional to the KS3 curriculum

February: Year 10 Parent Teacher Meeting

February: Young Enterprise “Learn to Earn” Workshop

March: Individual meetings with Principal and Vice Principal to discuss curriculum pathways and subjects

March: Year 10 pupils choose their KS4 Option Subjects

Pastoral Support: Start 360 – Year 10 Coping with Transition

August: Year 11 Transition Seminar for parents and pupils - Information about the transition from KS3 to KS4

Learning and Assessment Seminar (September)

September: Year 11 final changes to option choices

Pastoral Support: Start 360 – Year 11 Resilience Programme  
PIPS – Year 11 Coping with stress

Baseline Assessment (CAT Tests)

Appendix 4

**Transition  
Key Stage 4 – Key Stage 5**

<i><b>Pastoral and Curriculum Transition</b></i>
Year 12 Study Skills: Learn Spark
Key Stage 4 CEIAG Programme - Post 16 choices for students
Meetings with Principal and Vice Principal (September and February)
November: Post 16 Careers Guide and initial careers audit
February: Post 16 Seminar - Information given to pupils and their parents regarding Post 16 subjects
Post 16 Prospectus/Website and School App
'Moving On' interview with DEL Careers Advisor
Individual Post 16 option interviews with Vice Principal
August: Year 13 Transition Seminar for parents and pupils - information about the transition from KS4 to Post 16
Collaboration students - Tour of collaborating school(St Mark's High School, St Colman's College)Collaboration Guide given to students
PTM - November
On-going monitoring of pupils through SIMS Behaviour Manager
On-going communication with collaborating schools (Pastoral and Assessment Data/Information)
Baseline Assessments (SIMS Best Chance Predictions/GCSE results)
Learn Spark (GCE Study Skills)

Appendix 5

**Transition  
Post 18**

<i>Pastoral and Curriculum Transition</i>
CEIAG Programme - Year 13/14
Ongoing Careers Information
Open Days - QUB, Ulster University, St Mary's University College
Careers Talks *Southern Regional College *Belfast Metropolitan College *Dundalk Institute of Technology *EA Finance Talk
Year 13 Enrichment Programme *Health Living *Dealing with Stress *Independent Living *Budgeting - Financial Capabilities *PSNI - Independent Living, Personal Safety
Talk from current university student - demands of third level study
'Moving On' interview with DEL Careers Advisor
'Moving On' interview with Careers Teacher
Past Student profiles
Interview Skills Workshop (local businesses)
Career Ready Programme
Work placements