

VCB CURRICULUM POLICY 2023-2024

1. Curriculum Aims

Victoria College has high expectations of all pupils and encourages them to strive towards and achieve their own personal goals. The College's curriculum seeks to fulfil the College aims and the educational aims specified in the Education Order NI 2006.

The College seeks to deliver a curriculum which fulfils all statutory requirements and offers access to a range of pathways to meet the needs of all pupils. It is the policy of the College to provide a holistic educational experience through a broad and balanced curriculum which develops the abilities, skills, attitudes, and behaviours which will prepare pupils for their future education and careers.

The College aims to fulfil its commitments by making the most effective use of the resources available within the budget. The Board of Governors reserves the right to review and amend the curriculum offer as and when it deems appropriate.

2. Definitions

The curriculum offered is the taught programme which includes access to both academic and vocational courses meeting the requirements of the Revised Curriculum in Key Stage 3 and the Entitlement Framework in Key Stages 4 and 5. The College is an active member of the South Belfast Area Learning Community (SBALC) and can put in place arrangements to facilitate collaborative delivery of the curriculum in KS5.

A programme of careers education and information guidance (CEIAG) is integral to the curriculum experience and ensures that all pupils gain experience and understanding of the world of work through work related learning and the Learning for Life and Work programme.

3. Objectives

The College will ensure staff have the necessary subject expertise, skills and flexibility and will avail of resources within the College and across the SBALC, where possible, to provide high quality teaching and learning consistently across the curriculum to meet the needs of all pupils.

The College will ensure the curriculum:

- is sufficiently broad and balanced to be attractive to pupils of the College and potential pupils.
- provides access to a range of pathways which meet pupils' needs and parental expectations.

This will allow pupils to:

- fulfil their academic and personal potential.
- access a range of career pathways.
- develop abilities, skills, attitudes, and behaviours which will prepare them for adult life.

4. Planning and Delivery

In general classes will be taught in mixed ability groups but, where appropriate, arrangements are made to facilitate streaming to enhance learning, for example, in the delivery of mathematics.

At KS4 and KS5 pupils will be directed to an appropriate pathway, taking account of their abilities and aptitudes, the professional advice of the teaching and careers' staff, and the career aspirations of the pupil. There will be consultation with parents but the final decision as to what best meets the needs of individual pupils, within the resources available, will rest with the College.

The College will take account of DE guidance when setting class size and will ensure that any risk assessments are carried out.

In Key Stage 3 pupils have access to a wide range of subjects in accordance with the requirements of the Revised Curriculum while at KS4 and 5 pupils will have access to at least 21 subjects in accordance with the Entitlement Framework. The range of courses will be reviewed annually, and the following criteria will be used when considering any change to the curriculum offer in Victoria College:

- Pupil demand for the subject.
- Viable class size as indicated in appendix one.
- Available resources.
- Quality of delivery/pupil outcomes as measured using examinations data.
- Economic relevance.
- Progression to future pathways in sixth form, higher or further education and employment.*

*Where possible, some subjects may be delivered in collaboration within the South Belfast Area Learning Community.

Organisation of the Curriculum

Outline Structure of a School Day

Registration	08.40 – 08:50
Assembly / Form time	08.50 - 09.10
Period 1	09.10 - 10.00
Period 2	10.00 - 10.50
Break	10.50 - 11.10
Period 3	11.10 – 12.00
Period 4	12.00 - 12.50
Lunch	12.50 -1.30
Period 5	1.30 – 2.20
Period 6	2.20 – 3:10

Hence, in one week there are 30 teaching periods lasting 50 minutes each. The College operates a two-week timetable

Organisation of pupils

Key Stage 3 pupils are taught, in most classes, within 5 form classes. At Key Stage 4 and Sixth Form, groups for optional subjects are determined largely by individual subject choices.

Content of Curriculum

Key Stage 3

At Key Stage 3 (Years 8 - 10) the School provides a broad and balanced curriculum and has implemented in full the Northern Ireland Curriculum as required by the Education Order 2006; this includes a Learning for Life and Work (LfLW)¹ Programme (incorporating Home Economics, Personal Development, Local and Global Citizenship and Education for Employability), Skills and Capabilities (incorporating Communication, Using Mathematics, ICT, Thinking Skills and Personal Capabilities) and the General learning areas.

Learning Area	Subject	Number of periods per cycle		
		Year 8	Year 9	Year 10
Language & Literacy	English	6	6	6
	Drama	2	2	2
	Classics	2		
	Library	1	1	
Mathematics & Numeracy	Maths	7	7	6
Modern Languages	Spanish	5	4	4
	French		4	4
The Arts	Art	3	2	2
	Music	3	3	2
Environment & Society	Geography	4	4	4
	History	4	4	4
Science & Technology	Science	6	6	
	Technology	3	3	2
	Biology			3
	Chemistry			3
	Physics			3
Physical Education	PE	2	2	2
	Games	2	2	2
Learning for Life and Work	Home Economics	3	3	3
	LLW	1	1	1
	Careers			1
	Form Period	1	1	1
Religious Studies	RS	3	3	3
ICT	ICT	2	2	2
Total		60	60	60

Note

¹ Outside Agencies are invited into the school to deliver selected aspects of the LLW programme.

Learning for Life and Work is led by Form Teachers and gives pupils an opportunity to investigate a range of themes from the LLW Programme.

In relation to the listed contributory subjects, the School curriculum will adhere to the statutory requirements that the Department of Education considers appropriate.

Key Stage 4

At Key Stage 4 (Years 11 and 12) the School provides 23 courses (14 General and 9 Applied). Pupils are given the opportunity to study 9 or 10 GCSE's.²

Most KS4 subjects have 7 periods allocated for teaching time. Pupils choose GCSE subjects within a framework of a 'broad and balanced curriculum'. We aim to give each pupil:

- a meaningful learning experience.
- a basis for choosing A level subjects suited to their capabilities and aspirations.

The compulsory subjects at Key Stage 4 are

- CCEA Level 1 Level 2 GCSE in English Language (603/1346/8) (G) CCEA Level 1; Level 2 GCSE in English Literature (603/0784/5) (G);
- CCEA Level 1 Level2 GCSE Mathematics (603/1688/3) (G) (STEM);
- CCEA Level 1 Level 2 GCSE in Religious Studies (603/1248/8) (G);
- Learning for Life & Work (*non-certificated - no examination*);
- Physical Education (*non-certificated*, except those who opt for it as a full GCSE).

Pupils choose **five** subjects from the list below, with study of a Science and Language recommended.

General Subjects	Applied Subjects
<ul style="list-style-type: none"> ➤ CCEA Level1 Level2 GCSE Biology (603/1371/7) (G) (STEM) ➤ CCEA Level 1 Level 2 GCSE in Business Studies (603/1181/2) (G) ➤ CCEA Level 1 Level 2 GCSE in Chemistry (603/1146/0) (G) (STEM) ➤ CCEA Level 1 Level 2 GCSE in Geography (603/1080/7) (G) ➤ CCEA Level 1 Level 2 GCSE in History (603/0772/9) (G) ➤ CCEA Level1 Level 2 GCSE in French (603/1066/2) (G) ➤ CCEA Level 1 Level 2 GCSE Physics (603/1383/3) (G) (STEM) ➤ CCEA Level 1 2 GCSE Single Award Science (603/1246/4) (G) (STEM) ➤ CCEA Level 1 Level 2 GCSE in Spanish (603/1064/9) (G) 	<ul style="list-style-type: none"> ➤ CCEA Level 1 2 GCSE in Art and Design (603/0740/7) (A) ➤ CCEA Level 1 2 GCSE in Drama (603/1199/X) (A) ➤ CCEA Level 1 Level 2 GCSE in Digital Technology (603/1122/8) (A) ➤ Pearson BTEC First Award in Travel and Tourism (600/6512/6) ➤ CCEA Level 1 2 GCSE in Health and Social Care (603/1385/7) (A) ➤ GCSE Home Economics Food and Nutrition (603/0739/0) (A) ➤ CCEA Level 1 2 GCSE in Music (603/1222/1) (A) ➤ CCEA Level 1 Level 2 GCSE in Physical Education (603/0738/9) (A) ➤ CCEA Level 1 2 GCSE in Technology and Design(603/0771/7) (A)

➤ OCN NI Level 2 Certificate in Modern Languages (603/4403/9) (G)	
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It may not be possible for the School to provide every subject combination, as some may lead to classes which are too small. If pupils choose such a combination, they will be advised of this and given an alternative choice.

Post 16

Most pupils return after GCSE to complete their studies in Sixth Form. While maintaining the principles of breadth and balance which underpin the curriculum from Year 8 to Year 12, the Sixth Form curriculum is based on AS level study for Lower Sixth followed by A2 level study in Upper Sixth. 11 periods are allocated to the teaching of most subjects. Most pupils study 3 subjects with some studying 4. We offer 24 courses of which 14 are General and 10 are Applied. We are working with neighbouring Schools to provide a curriculum in line with the Entitlement Framework. The AS/A2 subjects we currently offer are:

General Subjects	Applied Subjects
<ul style="list-style-type: none"> ➤ CCEA Level 3 Advanced GCE in Business Studies (601/8980/0) (G) ➤ CCEA Level 3 Advanced GCE in Geography (601/8394/9) (G) ➤ CCEA Level 3 Advanced GCE in History (601/8552/1) (G) ➤ CCEA Level 3 Advanced GCE in English Literature (601/8369/X) (G) ➤ CCEA Level 3 Advanced GCE Mathematics (603/1717/6) (G) (STEM) ➤ CCEA Level 3 Advanced GCE in Further Mathematics (603/1762/0) (G) (STEM) ➤ CCEA Level 3 Advanced GCE in French (601/8387/1) (G) ➤ CCEA Level 3 Advanced GCE in Government and Politics (601/8375/5) (G) ➤ CCEA Level 3 Advanced GCE in Life and Health Sciences (603/0499/6) (G) (STEM) ➤ CCEA Level 3 Advanced GCE in Physics (601/8519/3) (G) (STEM) ➤ CCEA Level 3 Advanced GCE in Biology (601/8487/5) (G) (STEM) ➤ CCEA Level 3 Advanced GCE in Chemistry (601/8512/0) (G) (STEM) ➤ CCEA Level 3 Advanced GCE in Religious Studies (601/8453/X) (G) ➤ CCEA Level 3 Advanced GCE in Spanish (601/8398/6) (G) 	<ul style="list-style-type: none"> ➤ CCEA Level 3 Advanced GCE in Professional Business Services (603/1437/0) (A) ➤ CCEA Level 3 Advanced GCE in Art and Design (601/8451/6) (A) ➤ CCEA Level 3 Advanced GCE In Health and Social Care (601/8918/6) (A) ➤ CCEA Level 3 Advanced GCE In Health and Social Care (Double Award) (601/8920/4) (A) ➤ CCEA Level 3 Advanced GCE in Nutrition and Food Science (601/8371/8) (A) ➤ CCEA Level 3 Advanced GCE in Technology and Design (601/8367/6) (A) ➤ Music EDUQAS Level 3 Advanced GCE in Music (601/8146/1) ➤ Pearson Edexcel BTEC Level 3 Extended Diploma in Performing Arts (QCF) (500/6872/6) (A) ➤ Pearson BTEC Level 3 National Extended Certificate in Travel and Tourism (601/9023/1) (A) ➤ Pearson BTEC Level 3 National Extended Certificate in Information Technology (601/7575/8) (A) (STEM)

Each pupil at KS5 also has one form period and one period of Careers.

In addition to the formal curriculum, the School facilitates a range of opportunities for individual pupils to gain voluntary experience in the Lower Sixth year. Such opportunities are co-ordinated by the School and are designed to inform and support the pupils as they prepare for matriculation and the world of work.

5. Roles and Responsibilities

The Board of Governors

The Board of Governors is responsible for making sure the school provides a good quality of education for its pupils. They must ensure that all statutory guidance is adhered to and that the curriculum is delivered in a manner that allows pupils to achieve success at school, commensurate with their full potential.

The Principal

The Principal is responsible, through the Board of Governors, for curriculum provision. He/she must ensure that all statutory guidance is adhered to and that the curriculum is delivered in a manner that allows pupils to achieve success at school. The Principal reports regularly to the Education Committee of the Board of Governors.

Vice Principal (Teaching and Learning)

The Vice-Principal (Teaching and Learning) is responsible, through the Principal, to the Board of Governors for the curriculum provision and for the Teaching and Learning Section of the School Development Plan.

Subject Leaders

Subject Leaders submit annual Departmental Development Plans and Action Plans (in line with the School Development Plan) to the Vice-Principal (Teaching and Learning). These are reviewed at the end of each academic year. Subject Leaders ensure that appropriate Schemes of Work are in place and implemented by all teaching staff.

Subject Teachers

Under the direction of their Subject Leader, subject teachers deliver the appropriate Schemes of Work, ensuring pupils are given the opportunity to gain their best possible experience and outcomes.

Heads of Year / Form Teachers

Heads of Year / Form Teachers monitor their students' academic progress, behaviour and well-being.

Liaison with External Agencies

The school avails itself of opportunities provided for In-service Training and Curriculum Support provided by DE, PIXL, CCEA (and other relevant examination boards), Education Authority and a range of other curriculum providers.

6. Review of the Curriculum Policy

This policy is reviewed by the Vice-Principal (Teaching and Learning) in consultation with the SLT, subject Leaders and updated in line with external guidance and the changing needs of the School.

The Board of Governors will annually approve the policy through the Education Committee of the Board of Governors.

Appendix 1: DE Circular 2016/11

- 1 ref: DE Circular 2016/11 Class Sizes in Post Primary Schools - in Practical Subjects.

Annex 1

CLASS SIZES IN PRACTICAL SUBJECTS (SCIENCE, ART & DESIGN, PHYSICAL EDUCATION, MUSIC, TECHNOLOGY & DESIGN AND HOME ECONOMICS)

1. DE Circular 2004/05 provides schools with some flexibility in determining class sizes for **Science, Art and Design and PE** where the school authorities have assessed the health and safety risks of practical activities in these subject areas and satisfied themselves that the activities are unlikely to present any risk to the health and safety of the pupils in the class.

2. The Department is prepared to approve a class size in excess of 20 in **Music, Technology & Design and Home Economics** subject to the school authorities first undertaking a health and safety risk assessment and being content that any practical activities are unlikely to present a risk to the health and safety of pupils in the class or the teaching and support staff involved in the class. The school must determine the maximum class based on the findings of the risk assessment.

3. The maximum class sizes for all six practical subjects are set out below:

Practical Subject Year Max Number of Pupils

Science (see Note 1)

8-10	26
11-12	24
13-14	20

Art & Design (see Note 1)

8-10	26
11-14	20

PE (see Note 2)

(Gymnasium and Assembly Halls)

8-10	25
11-14	20

(Playing Pitches and Sports Halls) All years 30

Music	8-10	26
	11-12	24
	13-14	20

Technology and Design

8-10	26
11-12	24
13-14	20

Home Economics

8-10	26
11-12	24
13-14	20

Note 1: Assumes that the class is conducted in a standard size laboratory/studio (at least 83 sq m). For laboratories/studios of less than the standard size the number of pupils who can be accommodated safely should be reduced in direct relation to the size (in square metres) of the accommodation. For example in a laboratory of 75 sq m in Years 11-12 the maximum number of pupils would be 22 in science classes. In the event that accommodation is available which is **larger** than the 83 sq m schools should note that class sizes must **not** exceed the specified maximum, i.e. 26 in Years 8-10 and in science only 24 in Years 11-12. For years 13-14 in science, approved class sizes remain at 20.

Note 2: Safe Practice in physical education, sport and outdoor adventure activities is **not** solely a matter of class size. The assessment of risk by teachers will be strongly influenced by the nature of the activity, pupils' age, maturity and needs, teachers' and pupils' competences in the activity and the safety of the environment in which the activity is taking place. For example, the safety of an assembly hall for some activities will change when a piano or chairs are stored in the corner or along one side of the hall. For outdoor adventure activities a much lower pupil to teacher ratio than 20:1 is necessary.

Appendix 2 College Guidelines for setting up classes at GCSE and A level

GCSE

In principle, a GCSE class will be scheduled where there are at least 18 pupils who meet the criteria for admission to that course.

The maximum number of pupils in a GCSE class should not exceed 30 for a non-practical subject.

In exceptional cases where the number of pupils wishing to follow a course in any given academic year is less than 18, a smaller class may be scheduled where it is necessary to fulfil the stated aims of the College and where the criteria below have been considered and applied:

- Quality of delivery/pupil outcomes as measured using examinations data over a 3-5 year period.
- Available resources.
- Progression to future pathways in sixth form, higher or further education and employment.
- Demand for future study at A level in that subject.

Where there are more than 36 pupils wishing to follow a particular course a second class may be scheduled subject to availability of adequate resources.

Where there are more than 30 pupils (or in the case of a practical subject more than 24 pupils) criteria as set by the Head of Subject will be applied in order to select pupils who will access the class.

Such criteria may include the following:

- Academic profile including performance in school examinations and relevant baseline assessments.
- Attitude to learning.
- Behaviour record.
- Attendance.
- Chosen career pathway.

In exceptional cases a single class larger than 30 pupils (or in the case of a practical subject larger than 20/24) may be scheduled if the College and the Head of Subject are satisfied that the needs of the pupils can be met. In the case of a practical subject, this will be permitted where the necessary Health and Safety Risk Assessment has been conducted and the larger class has been approved by the Department of Education.

A LEVEL

In principle, an AS level class will be scheduled where there are at least 10 pupils who meet the criteria for admission to that course.

The maximum number of pupils in an A level class should not exceed 24.

Criteria for admission to an A level class should include the following:

- Academic profile as outlined in the College's admissions criteria for sixth form.
- Attitude to learning.
- Behaviour record.
- Attendance.
- Chosen career pathway.

Where the number of pupils wishing to follow a given course is less than 10, pupils may be offered the opportunity to access that course through collaboration.

In exceptional cases where the number of pupils wishing to follow a course in any given academic year is less than 10, a smaller class may be scheduled within the College where it is necessary to fulfil the stated aims of the College and where the criteria below have been considered and applied:

- Quality of delivery/pupil outcomes as measured using examinations data over a 3-5 year period.
- Available resources.
- Economic relevance.
- Progression to future pathways in sixth form, higher or further education and employment.

Where there are more than 24 pupils wishing to follow a particular course a second class may be scheduled subject to the availability of adequate resources.

However, in exceptional cases a single class larger than 24 pupils may be scheduled if the College and the Head of Subject are satisfied that the needs of the pupils can be met and in the case of a practical subject where the necessary Health and Safety Risk Assessment has been conducted and the larger class has been approved by the Department of Education.

Appendix 3 College Guidelines for subject choice change at Key Stage 4.

In the Spring Term of Year 10, pupils will make subject choices for study at Key Stage 4. Following pupil Subject Choice, the College will create the Options Blocks that make up the timetable.

In some cases, after the completion of the Options process, pupils may decide that their subject choices do not fit their interests and pathways; pupils may, therefore, indicate a desire to move to an alternative qualification.

During the subject choice process, the College will inform both pupils and parents that any subsequent request to change subject will be dependant upon the following factors:

- Subject choice changes fit the subject timetable groups.
- The subject choice change does not make a class too large.

In addition, any subject choice change must take into account the content of the course that has been covered before a switch is made. For that reason, the College will not normally permit subject choice change requests after the September of the year when the course commences.

The Subject Change Process

After the publication of the Options Blocks, the Vice Principal (Teaching and Learning), will indicate scheduled times when pupils may book appointments to discuss their subject choices.

If necessary, the pupil will be encouraged to discuss their subject choice and future pathway with a member of the Careers Department.

If a Subject Change is possible, considering the factors listed above, the relevant proforma will be signed and returned by the pupil, their parents, and the Vice Principal (Teaching and Learning), after which the subject change can be completed.

Records of completed subject change requests will be stored within the relevant folder in the Examinations Office.

Appendix 4 Proforma for Subject Choice Change Application at Key Stage 4.



GCSE Options Blocks 2023-24

This proforma must be completed if you wish to apply for a change of subject choice for entry to Year 11.

Please note that any change in subject is dependant on the organisation of the College's GCSE option blocks, and on the available space within each class.

Name:

A	B	C	D	E
Biology	Art and Design	Biology	Art and Design	Biology
Chemistry	Biology	Business Studies	Biology	Drama
French	Chemistry	Chemistry	History	Digital Technology
Geography	Chemistry	Health and Social Care	Food and Nutrition	Geography
Health and Social Care	French	Physics	Physical Education	Food and Nutrition
Music	OCCNI	Technology	Physics	Physics
Spanish	Science	Travel and Tourism (BTEC)	Technology	
	Spanish			

1. Current choice/Block	Preferred Change of Subject
2. Implications for further pathways and future study.	
	<i>Advice from Careers Teacher required?</i> Yes/No

3. Does subject change align with Options Blocks/Class size? (Must be checked by VP)

	A	B	C	D	E
Current					
Change					

Details of career/pathways guidance where appropriate (See Step 2.)
Signed and dated by Head of Careers:

Before a subject change can be formally put in place, the pupil and their parent/guardian must sign and date below.

The form should then be returned to Mr Matheson (Vice Principal)

Name of Student:		
Parent Signature:		Date:
Pupil:		Date:
Vice Principal:		Date:

For school/office use only:

Final Check:	
Subject Choice Spreadsheet Updated?	
Options Online/SIMS Updated?	

Appendix 5 College Guidelines for subject choice change at Key Stage 5.

In the Spring Term of Year 12, pupils will make their subject choices for their study at Key Stage 5. Following pupil Subject Choice, the College will create the Options Blocks that make up the timetable.

In some cases, after the completion of the Options process, pupils may decide that their subject choices do not fit their interests and pathways; pupils may, therefore, indicate a desire to move to an alternative qualification.

During the subject choice process, the College will inform both pupils and parents that any subsequent request to change subject will be dependant upon the following factors:

- Subject choice changes fit the subject timetable groups.
- The subject choice change does not make a class too large.

In addition, any subject choice change must take into account the content of the course that has been covered before a switch is made. For that reason, the College will not normally permit subject choice change requests after the September of the year when the course commences.

The Subject Change Process

After the publication of the Options Blocks, the Vice Principal (Teaching and Learning), will indicate scheduled times when pupils may book appointments to discuss their subject choices.

If necessary, the pupil will be encouraged to discuss their subject choice and future pathway with a member of the Careers Department.

If a Subject Change is possible, considering the factors listed above, the relevant proforma will be signed and returned by the pupil, their parents, and the Vice Principal (Teaching and Learning), after which the subject change can be completed.

Records of completed subject change requests will be stored within the relevant folder in the Examinations Office.

Appendix 6 Proforma for Subject Choice Change Application at Key Stage 5.



Year 13 Options Blocks 2023-24

This proforma must be completed if you are applying for a change of subject choice for entry to Year 13.

Please note that any change in subject is dependant on the organisation of the College's A Level option blocks, and on the available space within each class.

Name:

A	B	C	D
Biology	Art and Design	Chemistry	Biology
Chemistry	Biology	Geography	Business Studies
French	Geography	Double Award Health and Social Care	English Literature
Health and Social Care	History	ICT (BTEC)	Nutrition and Food Science
Mathematics	Health and Social Care	Life and Health Science	Physics
Music	Mathematics	Further Maths	
Religious Studies	Travel and Tourism (BTEC)	Performing Arts (BTEC)	
Sociology		Government and Politics	
Spanish		Sociology	
		Technology	

4. Current choice/Block	Change of Subject
5. Implications for further pathways and future study.	
	Advice from Careers Teacher required?
	Yes/No

6. Is there space available in alternative class? **Yes/No**

7. Does subject change align with Options Blocks/Class size? (Must be checked by VP)

	A	B	C	D
Current				
Change				

Details of career/pathways guidance where appropriate (See Step 2.)
Signed and dated by Head of Careers:

Before a subject change can be formally put in place, the pupil and their parent/guardian must sign and date below.

The form should then be returned to Mr Matheson (Vice Principal)

Name of Student:		
Parent Signature:		Date:
Pupil:		Date:
Vice Principal:		Date:

For school/office use only:

Final Check:	
Subject Choice Spreadsheet Updated?	
Options Online/SIMS Updated?	

Appendix 7 College Guidelines for subject withdrawal.

As stated, Victoria College has high expectations of all pupils and encourages them to strive towards and achieve their own personal goals.

The College seeks to deliver a curriculum which fulfils all statutory requirements and offers access to a range of pathways to meet the needs of all pupils. It is the policy of the College to provide a holistic educational experience through a broad and balanced curriculum which develops the abilities, skills, attitudes, and behaviours which will prepare pupils for their future education and careers.

Over the course of a pupil's study at Victoria College it may be necessary, in exceptional circumstances, for them to withdraw from specific subjects. The factors affecting a decision to withdraw may be based on both pastoral and/or academic reasons.

Reducing the timetable of a pupil is a significant decision and, therefore, the relevant proforma (either appendix 8 or appendix 9) must be completed before the completion of a subject withdrawal.

The relevant proforma will be signed and returned by the pupil, their parents, the relevant members of staff, and the Vice Principal (Teaching and Learning), after which the withdrawal can be completed.

Pupils at Key Stage 5, who have made the decision to remove a fourth A Level subject, must also complete and submit the relevant proforma.

Records of completed subject withdrawals will be stored within the relevant folder in the Examinations Office.

Appendix 8 Proforma for Withdrawal from a Subject (Curriculum Only).



Victoria College Belfast: Proforma for Withdrawal from a Subject

This proforma must be completed if you are applying to withdraw from a subject.

Name:	Form:	Date:
<i>Following a review of progress in all subjects it has been agreed that dropping a subject/subjects would help raise this pupil's overall level of achievement.</i>		
Subject(s) to be dropped:		
Reason(s)		
Remaining Subjects		
Agreed by	Name/Signature	Agreed by
Careers		Pupil
Subject Teacher		Parent(s)
HOS		VP (Teaching & Learning)
Information passed to:		
<ul style="list-style-type: none"> ➤ Principal ➤ Examinations Officer ➤ Head of Year/Section 		
Consequences of Decision		Support arrangements put in place

Appendix 9 Proforma for Withdrawal from a Subject (Pastoral and Curriculum).



Victoria College Belfast: Proforma for Withdrawal from a Subject

This proforma must be completed if you are applying to withdraw from a subject.

Name:	Form:	Date:
<i>Following a review of progress in all subjects it has been agreed that dropping a subject/subjects would help raise this pupil's overall level of achievement.</i>		
Subject(s) to be dropped:		
Reason(s)		
Remaining Subjects		
<i>Discussed with</i>	<i>Name/Signature</i>	<i>Discussed with</i>
<i>Name/Signature</i>		<i>Name/Signature</i>
SENCO		Pupil
Careers		Parent(s)
VP (Pastoral)		VP (Teaching & Learning)
Information passed to:		
<ul style="list-style-type: none"> ➤ Principal ➤ Examinations Officer ➤ Head of Year ➤ Head of Subject 		
Consequences of Decision		Support arrangements put in place