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## **Exam Presentation Policy**

### **Purpose**

Examination programmes are a serious matter with potential influence and repercussions not only for individual children, but upon the whole school. It is therefore vital that this is recognised by policy with conditions and procedures established around exam programmes in order that no stakeholder, present or future, is compromised.

As a consequence of the 2020 COVID crisis, the exam boards in the UK and other worldwide boards, started to use historical results for statistical verification and adjustment of results. As a tiny centre we need to make sure that candidates are not presented for exams unless they have a good chance of a representative and positive result that does no harm to future candidates, or to themselves.

### **Learning and Teaching Responsibilities**

A minimum attendance is required before presenting pupils to exams. This is 70% of the course lessons. If a pupil fails to attend this many lessons then they may be required to repeat a year, and under normal circumstances would not be permitted to enter for the exam. Exceptions may be made where a remote learning programme has been agreed and supports the learner despite non-physical attendance of school.

At the beginning of each year the pupils are required to read their syllabus for each exam to be taken and it is their responsibility to stay aware of the syllabus content, learning objectives, assessment criteria and assessment objectives as well as deadlines for non exam assessment and other coursework that may be required, including experiments and field trips. Pupils are required to sign confirmation they have indeed read and understood these vital documents.

Teachers will aim to complete the course material by the end of March in year 11 or year 13 (year 12 for As). This should be taken as meaning that 'on target' in the reports means the material will be finished by this time, and at a level equal to passing at B (6/7 in GCSE). The school recognises that each candidate comes with a different learning story and sometimes this deadline may be difficult to meet, but for our continuing pupils, this is our aspiration.

In order to progress from year 10 to year 11 and from year 12 to year 13 pupils must attain a minimum grade 3 or 50% in the end of year summative exam in each subject they wish to sit. A resit will be permitted. If a pupil does not meet the required criteria they will not be permitted to continue in the subject of question.

In exam classes teachers are required to run one set of global summative assessment tests per semester and keep these results on record as well as end of unit assessments. Prelim exams in January/February in the year of examination serve this function. These will form the basis of predicted grades and also form the backbone of the attainment grades presented in the reports.

These tests should be organised during study periods (can be invigilated by admin staff or Heads) for those classes who have study periods. Year 10 may not have study periods and this should be taken into account when planning the course structure.

### **Practice Exams**

Practice exams will be held regularly throughout the course of study. The purpose of practice exams is to get the pupils used to exam conditions, and to identify areas of learning which are in most need of attention and thus inform planning, learning and further assessment.

Practice exams will also be used to inform Senior Leadership Team and parents about pupils at risk of not achieving reasonably expected outcomes, and be used in pupil progress meetings. They will also be used in the predicted grades process, as per predicted grade procedure.

### **Exam Entry Qualification test (Preliminary Exams)**

In January of the exam year, candidates will be required to sit exams qualifying them for entry to GCSE or As/A Level exams in that year. Each candidate will be allowed a single resit before the end of February where mitigating circumstances have been identified.

Candidates must achieve an overall grade of 50% in each subject in these exams to be allowed to proceed to the external AQA/Pearson exams.

Information regarding admission to the external exams will be included in the mid year reports.

### **Entries**

Entries to exams are made in February of the year in which the exams are to be sat.

Entries to exams are conditional.

Senior Leadership Team may grant exceptional permission for those who have not achieved required grades to proceed to the exam if their coursework, as evidenced by the mid-year report and gradebook, suggest that they may achieve positive results in the external examination session, or if there are documented mitigating circumstances. Such conditional entry will be allowed only if there is a clear plan of corrective action signed by pupils and parents and the form tutor. Such conditional entries will have a deadline until 5 days before the exam board's last withdrawal date for corrective action to produce evidence of the desired progress.

Such requests for special consideration must be made in writing by the pupil's parents before no later than 7 days after the mid-year reports state the recommendation for progression to exam or not.

### **Exam Costs**

Examination fees are not included in school fees.

## **Corrective Actions - year 10, year 12**

If the child falls below these minimum expectations then the Senior Leadership Team in collaboration with the Team Around The Child will arrange a support programme tailored for the child's specific needs. The child's engagement with the support programme, as well as demonstrations of progress, will decide their continuation on their course. If these two necessities are not met, then a discussion on the suitability of the child for the chosen course of study needs to be undertaken with the parents. External exams should not be taken for granted and will only be arranged for children who are mentally and academically prepared for the stress and rigour involved.

In cases where candidates do not meet minimum requirements following intervention then outcomes include dropping subjects where permissible (compulsory subjects may not be dropped, plus a minimum programme of 5), changing programme, or repeating a year if this is felt to be most positive for the child.

Exceptions to this may be agreed by Senior Leadership Team in consultation with the Team Around The Child and family and documented in the school's learning management system. The governing principle in this decision process is the emotional and intellectual welfare of the pupil.

## **Progression to exam classes**

As stated above, exams are a serious matter with ramifications that go beyond the individual. Poor work habits and tardy attitudes towards learning have no place in Embassy International School, and more so in respect of exam years.

Missing homework, plagiarism, significant breaches of academic honesty policy, beyond reasonably making mistakes and correcting them, effort grades of 3 in any subject as well as monthly behaviour reports noting that a child is damaging school culture or needs improvement more than 70% of the year will mean a pupil will not be permitted to proceed to year 11 or year 13. This means either repeating the year, with the agreement of Senior Leadership Team and according to places being available in the class, or may lead to place being withdrawn from school.

In extreme situations where there are mitigating circumstances this rule may be waived by a committee consisting of a Head of School, Principal, Form Tutor and Section Coordinator, School Psychologist, or a subject specialist voting by majority to allow conditional progression and an IEP will be put in place with defined outcomes and deadlines.

## **Special Considerations**

All applications for extended times and scribe or other access arrangements must be supported by documentation, which may need to be translated by the families into English. This documentation must be presented as soon as it is available, or at the beginning of the examination year at the very latest. The exam boards require that documentation is refreshed and confirmed or generated in year 9, and an earlier documentation will not be considered by the exams and needs to be repeated. Any documentation presented after this date may be too late for the exam boards to consider, and the school cannot guarantee extra time or other access arrangements to be met in this case.

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Next revision July 2025