



Embassy International School, ul. Edmunda Biernackiego 10, 30-043 Kraków, Poland
phone: +48 786 947 320, email: office@embassyschool.pl, www.embassyschool.pl

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.

Teaching and Learning Responsibilities

A minimum attendance is required before presenting pupils to exams. This is 60% 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 February 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 attainment grade of 3 in all subjects they wish to sit, and if they have a 3 in any subject then there must be an IEP in place to permit them to proceed. This will typically involve a corrective programme in the summer and such pupils may be required to sit a progression test in September, or August, in order to proceed to the next class (year 11 or year 13).

In exam classes teachers are required to run one set of summative assessment tests per term and keep these results on record. 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

Mock Exams

Mock exams are held before the entry date in the year of examination. The purpose of mock exams is to test our systems and also get the children used to exam conditions. However, a further purpose is to ascertain whether or not a candidate can be expected to pass the exams and to diagnose what learning adjustments need to be made to ensure the best possible outcome.

Mock exams are over and above the regular mandated summative assessments above.

Entries

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

Entries to exams are conditional.

Candidates will need to have an attainment grade of 4 in the December report and/or mock exams in order to be allowed to be entered for an exam. Those with a 3 for attainment may be permitted for conditional entry only if there are mitigating circumstances and 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 the desired result.

If the result has not been achieved the candidate will be withdrawn by the school.

Exam Costs

Examination fees in Key Stages 4 and 5 are not included in school fees.

Corrective Actions - year 10, year 12

If the child falls below these minimum expectations then subject teachers 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 predicate 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 they will be required to repeat a year.

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 twice in a row will mean a pupil will not be permitted to proceed to year 11 or year 13.

In extreme situations where there are mitigating circumstances this rule may be waived by a committee consisting of a Head of School, Form Tutor and Section Coordinator 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. 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.

Lindsay Davidson
Head of School
May 2020
Next revision July 2021