

Blackfen School for Girls – Early Entry Policy

Date: January 2019
Review Date: January 2020

Lead Person: Deputy Head Teacher
Reviewed: Annually

Rationale

Early entry is one element of Blackfen School for Girls' s approach to ensuring all students succeed in public examinations. Early entry is no longer standard practice. In some circumstances, however, we recognise that it can play a significant role in improving the attainment of. In particular, it is advantageous for students who have a different home language or who have exceptional talent in certain subjects (such as music or a subject not on the school curriculum), to allow them to take a GCSE examination early. It may also be appropriate to consider early entry for students who are vulnerable or at risk. Finally, reducing the total amount of examinations students need to sit at the end of Year 11 enables students to focus on other subjects.

Statement of Intent

Consideration of early entry for examinations should always take into account how it will optimise individual students' chances of success. Early entry will be used in a way that enables students of all abilities to achieve or exceed their target grades. The minimum expectation is that students will make at least three levels of progress between KS2 and KS4 and early entry practices should make a demonstrable contribution to this being achieved or exceeded.

Students will always be allowed, and may actively be encouraged, to re-sit an examination at a later date even if good progress has already been made. Early entry will not be used in a way that encourages the 'banking' of notional pass grades (for example, a 4 or a 5 in GCSE) but be used as a stepping stone to promote higher achievement.

Early entry should maximise students' opportunities to succeed in any given subject. It should, therefore, enhance students' sense of enjoyment and may play a role in their choice to continue to study that subject after GCSE.

Aims of the policy

The aim of this policy is to make it clear to all stakeholders: students, parents and staff, the importance of early entry in allowing all students to achieve their potential.

Implementation and procedures

The following processes should be completed prior to entry:

- students should be informed by the class teacher of that subject
- opportunities should be made available for parents/carers and students to meet a senior member of staff and the relevant head of department to discuss the entry policy
- departments should provide a clear rationale of the selection process for early entry.

The following processes should be completed following the receipt of results:

- results analysis will be undertaken to ensure that the outcomes of early entry are contributing strongly to raising achievement for all students
- choices of post-16 courses will be reviewed in light of any early entry practices at KS4 to ensure that early entry does not negatively affect students' ability to undertake further study in that subject.

Final decisions regarding early entry will be taken by the head teacher. A decision will be taken on each student's individual circumstances, taking into account the professional judgement of staff and the availability of resources.

Roles

The implementation of this policy is a shared responsibility.

Governors: have a strategic role in agreeing the school's Early Entry Policy.

The head teacher: is responsible for implementing the school's Early Entry Policy.

DHT (raising attainment): responsible for ensuring that the policy is adhered to and that appropriate records are kept.

All Staff: responsible for enforcing the Early Entry Policy.

Related documents: Assessment Policy, Literacy Policy, Numeracy Policy, More Able Policy.