



Budmouth College

Early Examination Policy

Governors' Committee responsible:	Curriculum & Student Welfare
Link Senior Leader responsible:	Cheryl Evans
Date reviewed:	14 th September 2016
Next review date:	September 2017

Working Together, Creating Opportunities

The Policy has been reviewed using the equality impact assessment initial screening record and positive impact is explicitly intended and very likely.

This Policy should be read in conjunction with the following Budmouth College policies:

- Complaints Against the Curriculum Policy
- Special Educational Needs Policy
- Assessment, Recording and Reporting Policy
- Examinations Policy
- General Complaints Policy procedure

All *policies* can be found on the College 'R' drive in the Policies folder.

Equality Impact Assessment – initial screening record

1. What area of work is being considered?

Early Examination Entry Policy

2. Upon whom will this impact?

All Students

3. How would the work impact upon groups; are they included and considered?

The Equality Strands	Negative impact	Positive impact	No impact
Minority ethnic groups		✓	
Gender		✓	
Disability		✓	
Religion, Faith or belief		✓	
Sexual Orientation		✓	
Transgender		✓	
Age (N/A to pre-school and school children)		✓	
Rurality		✓	

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups	✓		
Gender	✓		
Disability	✓		
Religion, Faith or belief	✓		
Sexual Orientation	✓		
Transgender	✓		
Age		✓	
Rurality	✓		

Does the initial screening highlight potential issues that may be illegal? YES / NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? YES / NO

Initial screening carried out by *Cheryl Evans*

Signed Date *September 2016*

Comment by Headteacher:

Date.....

BUDMOUTH COLLEGE

EARLY EXAMINATION ENTRY

Policy Aims:

- To provide students with the maximum learning time at KS4 to support their performance in linear examinations, and the best opportunity to make at least good progress in all their subjects, whilst catering for individual needs by
 - a. Limiting early examination entries to core subjects, where appropriate
 - b. Targeting specific individuals or groups within a cohort

Policy into Practice:

Core Subject Leader and/or Progress Leader must provide a clear rationale and strategy (in conjunction with the Director of Inclusion, if appropriate) for the selection process for early entry, in discussion with their SLT Link Vice Principal.

All early entries are discussed with students and parents/carers prior to entry as follows:

- Student informed by ~~class teacher~~ Progress Leader
- A letter to parents/carers informing them of the early entry and providing them with the opportunity to withdraw their son/daughter from this opportunity should they wish
- Provision for parents/carers to meet with the class teacher and/or relevant Subject Leader to discuss the early entry.

Final decisions regarding early entries will be taken by the Principal, taking into account:

- each individual student's needs
- the professional predictions of staff
- the availability of resources
- the validity and lifespan of course specifications.