

## **Early Entry Policy**

### Introduction

The Stonehenge School has a clear and effective approach to early entry for GCSE candidates and is one element of the School's approach to ensuring all students succeed in public examinations. Early entry can play a significant role in improving the attainment of students and is firmly focused on enhancing achievement for all. Students are given additional opportunities to achieve or improve grades in Year 10 before the final examination period in Year 11. The motivational benefits of students experiencing success throughout their GCSE courses are significant. In addition, reducing the total number of examinations students need to sit at the end of Year 11 enables students to focus on other subjects.

This policy has been written in the light of recent publications questioning the use of early entry and outlines The Stonehenge School's approach to early examination entry.

### Guiding Principles

Consideration of early entry for examinations at The Stonehenge School always takes into account how it will optimise individual students' chances of success. Early entry is used in a way that enables students of all abilities to achieve or exceed their target grades.

We reject a model of blanket entries or early entry of students to headline figures or outcomes. We equally reject a simplistic approach that concludes it is never appropriate to enter a student or students before the end of Year 11.

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.

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 C in GCSE Mathematics) but be used as a stepping stone to promote higher achievement.

### Early entry in practice

The following processes should be completed prior to entry.

- All students must have demonstrated progress that is appropriate for their entry at any given time for an examination.
- Students should be informed by the class teacher of that subject.
- Departments should provide a clear rationale of the selection process for early entry.
- All entries of students must be assessed by an appropriate middle leader and further agree with their line manager from LT as to the nature of the entries and the potential outcomes.
- 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 if this is requested.

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.

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