



THE KING'S SCHOOL
CHESTER

Senior School Curriculum Policy

Policy Owner	Academic Deputy Head
Date Policy Published	October 2019
Date of Next Policy Review	October 2020
Circulation	School Website
Linked Policies	<ul style="list-style-type: none">• SEND Policy• Equal Opportunities Policy• Word Processor Policy• Accessibility Plan
ISI Regulatory Requirements	Part 1 Paragraph 2 (1)(a), (b)(i) and (ii) (2)(a), (b),(c), (d) (i) and (ii), (e), (f), (g), (h), (i) Paragraph 4 Part 2 Paragraph 5 (a), (c)

CURRICULUM POLICY

The curriculum policy for the Senior School is available below and on the school website.

Separate curriculum policies for EYFS, Key Stage 1 (Willow Lodge) and KS2 (Junior School) are also available on the school's website.

- 2.12.1 The school's curriculum in all areas of the Senior School follows statutory requirements, taking into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. It is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepares our pupils for the opportunities, responsibilities and experiences of adult life. The curriculum policies, plans and schemes of work do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 2.12.2 The school provides full time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. The curriculum provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British Society.
- 2.12.3 Pupils are expected to attend all lessons provided for the curriculum they are following at the appropriate stage in the school.
- 2.12.4 Pupils are expected to acquire skills in speaking and listening, literacy and numeracy skills.
- 2.12.5 Personal, social and health education is provided from Removes to Fifth Year (years 7-11), reflecting the school's aims and ethos.
- 2.12.6 Pupils receive accurate, up-to-date careers guidance that is presented in an impartial manner, enables pupils to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential.
- 2.12.7 The school sets out to:
- ensure that pupils develop the essential literacy and numeracy skills.
 - provide pupils with a full and rounded entitlement to learning.
 - foster pupils' creativity and develop essential skills, including learning skills.
 - promote a healthy lifestyle.
 - inspire pupils to a commitment to learning which will last a lifetime.
 - promote high standards in all learning and teaching.
 - ensure that all pupils have the opportunity to learn and make progress.
- 2.12.8 Religious education is also provided for pupils in timetabled lessons as well as through whole school and year-based spiritual assemblies.
- 2.12.9 The curriculum policy is reviewed on an annual basis by the Deputy Head Academic, advised by the Academic Board, to ensure that it continues to meet the needs of pupils.
- 2.12.10 Equal Opportunities: entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.
- 2.12.11 Disabilities: in accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

- 2.12.12 Differentiation: a variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs.
- 2.12.13 The following subjects are offered to all pupils in years 7 and 8 (Removes and Shells); Art, Biology, Chemistry, Computer Science, Design Technology, Drama, English, one modern foreign language (French, German and Spanish are rotated annually) in the Removes leading to a choice of two languages in the Shells, Geography, History, Latin, Mathematics, Music, PE, Philosophy & Theology, Physics and PSHE. PSHE encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act (2010); age, disability, gender reassignment, marriage & civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 2.12.14 In year 9 (the 3rd Year) all pupils study Biology, Chemistry, English, Geography, History, Mathematics, PE, Physics and PSHE. In addition, pupils choose to study four of the following subjects; French, German, Spanish, Latin, Classical Civilisation, Philosophy & Theology, Art, Computer Science, Design Technology or Music, with at least one of these choices being a modern foreign language.
- 2.12.15 All pupils in years 10 – 11 (4th and 5th Years) study English Language, English Literature and Mathematics. In addition, they choose seven option subjects from Art, Biology, Chemistry, Classical Civilisation, Computer Science, Design Technology, Economics, French, Geography, German, History, Latin, Music, Religious Studies, Physical Education, Physics and Spanish. Of these 7 option choices, at least two science subjects must be chosen (from Biology, Chemistry and Physics) and at least one modern language must be chosen (from French, German and Spanish). Some students study Double Award Science in place of separate sciences at the recommendation of the school.
- 2.12.16 Sixth form (GCE): in years 12 and 13 – pupils study four subjects in year 12 and may drop to three in year 13, chosen from Art, Biology, Business, Chemistry, Classical Civilisation, Computing, Design Technology, Economics, English Literature, English Language, French, Further Mathematics, Geography, German, History, Latin, Mathematics, Music, Philosophy, Physical Education, Physics, Politics, Religious Studies and Spanish.
- 2.12.17 All pupils, with the exception of those years 10 and 11 (4th and 5th Years), take part in a programme of Enrichment which is timetabled once a fortnight for 1 or 2 hours on a Friday afternoon. Enrichment activities are offered in addition to the wide range of extra-curricular activities taking place throughout the week.
- 2.12.18 An on-going curriculum review is in place, led by the Deputy Head Academic to consider the range of subjects offered throughout the school.
- 2.12.19 Entry requirements for Sixth Form:
Pupils wishing to progress to the Sixth Form (or join it from outside) require a minimum of seven GCSE passes of which four must be at least grade 7; a further three at grade 6, including grades 7, 8 or 9 in the subjects to be studied at A level.
- 2.12.20 Religious Education and collective worship: religious education is available to all pupils and is compulsory in years 7 to 8 (Removes to Shells). Parents have the right to withdraw their children from religious education.
- 2.12.21 All pupils are expected to take part in school services and assemblies and in the three services held each year in Chester cathedral.
- 2.12.22 Sex Education: the school provides sex education in the basic curriculum for all pupils from Removes to Fifth Year (years 7-11), in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.
- 2.12.23 A full statement of the school's sex education policy is available to parents.
- 2.12.24 In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided.
- 2.12.25 Political Education: the promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

- 2.12.26 PE and Games: all pupils are expected to take part in the school's Physical Education and Games programme.
- 2.12.27 Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.
- 2.12.28 Co-Curricular Activities: the school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils are encouraged to take part in the programme.
- 2.12.29 Homework: the school expects homework to be undertaken by all pupils each evening. As guidance the school expects pupils to spend the following times on homework:
- Years 7 and 8 60 to 75 minutes per day
 - Year 9 90 minutes per day
 - Years 10 and 11 1-2 hours per day
 - Years 12 and 13 2-3 hours per day and more at weekends
- A separate homework policy sets out the requirements expected of pupils throughout the school.
- 2.12.30 Special Educational Needs and Disability: the school has a Special Educational Needs & Disability policy (Section 2.16) and, where deemed to be in the best interests of a pupil, may modify the courses followed by the pupil in consultation with the parents.
- 2.12.31 Concerns and Complaints: parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's form tutor.
- 2.12.32 If the issue cannot be resolved by the form tutor, parents are invited to seek an appointment with the Deputy Head Academic.
- 2.12.33 Monitoring and Review: this policy will be monitored by the Deputy Head Academic, who will report to the Headmaster on its implementation on an annual basis.
- 2.12.34 The Headmaster will report to the governing body's Education Committee on the progress of the policy and will recommend any changes.

2.13 ASSESSMENT, RECORDING AND REPORTING

- 2.13.1 Assessment measures the nature and extent of a pupil's progress and achievement and helps the pupil to practise skills, develop understanding and to consolidate knowledge.
- 2.13.2 Assessment and marking of work is consistently used to support the improvement of pupils' work and to aid their planning of future work.
- 2.13.3 Assessment will be both positive (praising achievement) and critical (pointing out errors and indicating scope for improvement). The following should be considered when giving feedback.
- Always start with a positive.
 - Verbal feedback, particularly one-to-one, is very important, especially for weaker students. The students really appreciate this and find it very useful and helpful.
 - Don't always give a numerical mark (sometimes students don't look beyond this).
 - Too many corrections can be counter-productive. Focus on targets for improvement; TNT = 'Target for Next Time', EBI = 'Even Better If', or use Target Sheets.
 - Recommend no more than 3 points for improvement (in addition to small matters of S, P & G, brief comments in the margin etc.)
 - Student must check targets before the next piece of work and teacher confirms when these have been met. Consistent failure to meet targets = concern.
 - Model answers are important.

- 2.13.4 Assessment of written work from students with diagnosed specific learning difficulties will be sensitive to their needs¹
- 2.13.5 The independent written work of each pupil will be regularly assessed.
- 2.13.6 Assessment may be achieved through formal examination, formal or informal tests or individual assignments completed in class or for homework.
- 2.13.7 There is a common system of recording effort and attainment by means of grades and marks
- 2.13.8 A record is kept on the school database of each effort and attainment grade awarded and of the result of each formal, internal examination.
- 2.13.9 The outcome of each assessment and the result of each test or examination are recorded in the subject teacher's mark book or equivalent.
- 2.13.10 The progress of each pupil in each subject is reported upon in written reports and at Parents' Evenings, at agreed times throughout the school year.
- 2.13.11 Written reports are formal communications between the school and the parents, and this should be acknowledged in the care that is taken in writing them.
- 2.13.12 Assessment. Every piece of work that is assessed should show evidence of having been considered by the teacher.
- 2.13.13 Work will usually be graded by means of a numerical mark or by a letter grade.
- 2.13.14 If letter grades are used their significance should be made clear to the pupils.
- 2.13.15 Marking should be as accurate and consistent as possible and steps should be taken to ensure that formal assessments which involve more than one group of pupils are standardised
- 2.13.16 Formal tests may be arranged by departments at any time. Pupils who are not taking public examinations will take formal school examinations in the summer term.
- 2.13.17 Assessment may usefully:
- give practice at written answers.
 - give practice in examination techniques.
 - test the pupils' present level of knowledge, skills and understanding
 - assess the knowledge, skills and understanding that have been gained by the end of a course of study.
- 2.13.18 The aim(s) of each piece of assessed work should be specific and clear to the pupil.
- 2.13.19 Assessment of work from students with diagnosed specific learning difficulties will be sensitive to their needs, and where possible, alternative methods of assessment will be considered.
- 2.13.20 Assessments will usually indicate any errors and acknowledge points worthy of credit
- 2.13.21 As far as possible critical comments should be constructive.
- 2.13.22 Work that has been collected for assessment should be assessed and returned promptly.
- 2.13.23 Assessed work should be reviewed or commented upon either individually or in class when it is returned to the pupil(s)
- 2.13.24 Sensitivity should be exercised in the question of producing rank orders of assessment outcomes.

¹ The sort of guidelines usually given are:

1. not correcting every spelling mistake
2. providing examples of other words which conform to a particular spelling rule
3. providing hints on how to remember spellings, keywords, key facts etc
4. giving extra time to complete tasks
5. not complaining about poor handwriting or other presentational features
6. encouraging the use of a computer to overcome the previous point
7. giving students opportunities to demonstrate their understanding orally
8. accepting that a smaller amount of writing may not indicate lack of knowledge

- 2.13.25 Positions and rank orders should not be published formally. If they are used informally, pupils who appear consistently low in the order should be encouraged as much as possible.
- 2.13.26 Assessment allows the class teacher to brief the Head of Department about the progress of all pupils from time to time.
- 2.13.27 Pupils' progress should be included as a standing item in all departmental meetings
- 2.13.28 All marks or grades will be recorded in a mark book (or equivalent) kept by each teacher for that purpose.
- 2.13.29 The date on which each assessment was carried out or recorded should be made clear in mark books (or equivalent).
- 2.13.30 A mark or grade for each reporting period should be calculated whenever formal reporting of marks or grades for a year group is due and must be clearly based upon the marks/grades recorded in the mark book (or equivalent) for that period.
- 2.13.31 Results of formal examinations will be reported to the Headmaster and relayed to parents (generally by means of the school report).
- 2.13.32 Records of marks should be retained until the end of the academic year. The results of formal examinations should be kept until the pupils concerned have left the school.
- 2.13.33 The records of marks for each teaching group may be used from time to time within the department whenever a general review of pupils' progress is undertaken.
- 2.13.34 Any grading system used by a teacher should bear a clear relationship to the system used on reports.

Reporting

- 2.13.35 Reports are written twice a year for all pupils in Removes and the 3rd Year and once a year for pupils in Shells, 4th Year, 5th Year and 6th Form.
- 2.13.36 In a term when a formal, internal examination has been taken, the result (in the form of a percentage) should be clearly stated.
- 2.13.37 For years 7-10 (Removes-4th Year) examination results will be given in separate reports in the Summer Term.
- 2.13.38 Report sheets contain guidance as to the meaning of grades in each Year. This guidance should be followed by subject teachers.
- 2.13.39 In writing reports teachers should take care to ensure that:
 - spelling, grammar and punctuation are correct and that if the pupil is referred to by name, the correct name is used (this should be the preferred name indicated in 3Sys)
 - reports are written to the parents not the pupil.
- 2.13.40 Written reports must be formative in nature. They should be clear, correct, positive where possible and critical if necessary, but constructive in their criticism. In particular pupils should be given guidance where appropriate as to how they might improve their performance in the subject.
- 2.13.41 No report should compare one pupil with another pupil or make criticisms that cannot be substantiated. Neither should a report be expressed in slang or overly colloquial language
- 2.13.42 Reports should be as helpful as possible to pupils and parents in summarising:
 - performance;
 - any progress or marked change that has been noticed;
 - particular strengths and/or weaknesses;
 - targets for improvement
- 2.13.43 There must be consistency between the grades and the written reports in each reporting period.
- 2.13.44 Parents' Evenings are occasions at which oral reports are given about pupils' progress. Every effort should be made to ensure that the messages given in the most recent written reports are consistent with those given at the Parents' Evening.

- 2.13.45 When a pupil moves from one teaching group to another, particular sensitivity needs to be exercised when the first report is written. The pupil's effort grade in particular may show a marked change. This may indeed be due to a change of heart by a pupil, but in some cases the parent sees no change in the pupil's attainment in, or response to, the subject and is then puzzled by a significant change in the grade and in the tenor of the written report. Departmental policies should be in place to guard against misunderstanding by ensuring that the standards expected by all the teachers are consistent.

Intervention

- 2.13.46 Intervention is an important part of our provision for students in terms of enabling them to achieve their individual sustainable best. Involvement in co-curricular activity is equally important too.
- 2.13.47 Intervention should be arranged where possible at a mutually convenient time for students and teachers. Where a teacher wishes to support a group of students, every effort should be made to find a mutually convenient time. If this is not possible, students should not be required to attend if they are already committed to an alternative activity. Any exception to this must be agreed with member of staff i/c that activity and student.
- 2.13.48 Intervention sessions can only be compulsory for an unwilling student if parents have been contacted and are in agreement.
- 2.13.49 Intervention must be supportive, not punitive i.e. intervention should be provided when students can't do something rather than won't.
- 2.13.50 Students not performing to their ability due to a lack of effort should be dealt with through redrafting and/or the sanctions system at the time.
- 2.13.51 Intervention sessions are far more effective for individuals and small groups and must never be used for whole classes.
- 2.13.52 Groups of relatively 'weak' students should not be required to attend intervention sessions over a long period of time.
- 2.13.53 If a student fails to attend an intervention session, this should be communicated to parents and tutor and reinforced with the student. On the second occasion of non-attendance, a conduct point should be awarded.

2.14 PUBLIC EXAMINATIONS

- 2.14.1 All pupils pursuing a GCSE or A Level course will be entered for public examination at the end of the course.
- 2.14.2 All GCSE examinations are taken during the summer of the 5th Year, although Controlled Assessment tasks are completed at various times during the two-year course.
- 2.14.3 Pupils' progress will be monitored throughout the examination course. Close contact will be maintained with parents by Heads of Departments, Tutors, Heads of House or the Head of Sixth Form, particularly about those pupils experiencing problems.
- 2.14.4 Only in exceptional circumstances will pupils be withdrawn from examinations, and then only with the Headmaster's permission.
- 2.14.5 Deadlines for Controlled Assessments and coursework submission will be made known to candidates well in advance and must be adhered to.
- 2.14.6 Internal deadlines are necessary to allow time for internal moderation. Any internal deadlines must be reasonable and should be consistently enforced.
- 2.14.7 Coursework submitted by candidates after the internal deadline may not be eligible for submission to the awarding body.
- 2.14.8 If coursework is submitted late, the member of staff should only accept it after full consideration of the implications of acceptance or refusal.
- 2.14.9 If coursework is accepted late by a department it cannot subsequently be withheld from submission to the awarding body.

- 2.14.10 The pupil (and the pupil's parents) should be informed if any coursework has been handed in too late for submission to the awarding body or if for any other reason coursework that has been handed in will not be submitted to the awarding body. Under these circumstances the pupil's entry will be cancelled and the parents will be liable to pay any charges.
- 2.14.11 The Deputy Head Academic should immediately be notified of any coursework that will not qualify for submission to the awarding body.
- 2.14.12 Candidates will certify that coursework is their own work and must acknowledge any help received and any references used.
- 2.14.13 Teachers have to be able to satisfy themselves that the coursework is the pupils' own work.
- 2.14.14 Contact will be maintained between school and home in any cases of a pupil having problems with coursework.
- 2.14.15 It is hoped and expected that, through our own vigilance and hard work and through the publication of dates of internal and awarding body deadlines, all coursework conditions will be met by all candidates. If it seems that there is likely to be a problem, parents should be informed sooner rather than later.

Internal assessment of work for external qualifications

- 2.14.16 Assessments will be conducted by teachers who have appropriate knowledge, understanding and skills, and who have been trained in this activity.
- 2.14.17 Students' work should be produced and authenticated according to the requirements of the awarding body.
- 2.14.18 Where a set of work is divided between staff, consistency will be assured by internal moderation and standardisation.
- 2.14.19 If a student feels that the above policy may not have been applied in relation to his/her work, s/he may make use of the school's appeals procedure. Details of the procedure are available from the director of studies and are posted on the examinations notice board.
- 2.14.20 Note that appeals may only be made against the process that led to the assessment and not against the mark or grade.

Internal Appeals regarding results enquiries

- 2.14.21 Candidates, subject teachers and Heads of Department are advised by the Examinations Officer and/or the Deputy Head Academic as to the appeals procedures of Examination Boards and whether an enquiry about results or an appeal would be appropriate.
- 2.14.22 This policy is intended to apply when a candidate disagrees with the School's decision not to support an enquiry about results or an appeal.

Appeals against Public Examination Results Procedure

- 2.14.23 Candidates have the right to request a 'Post Examination Results Review' following publication of their examinations results. Application forms will be supplied to candidates with their results documentation. The completed form should be returned to the Examinations Officer, with payment, by the deadline stated on the form.
- 2.14.24 Where the School will not support a candidate's wish for an enquiry about results or an appeal, the parents of that candidate should appeal, in writing, to the Headmaster. This letter must be received by the Headmaster's office no fewer than 10 working days before the published JCQ deadline for appeals.
- 2.14.25 Appeals should be made as soon as possible, stating the reasons for the original enquiry or appeal and the reasons for disagreeing with the School's decision on this. The appeal letter should be signed by both the candidate and their parent/guardian.
- 2.14.26 The Headmaster will undertake a full investigation into the appeal and will report back to the parents of the candidate.
- 2.14.29 The Headmaster will meet with the parents of the candidate within seven days of receiving the complaint to discuss the matter. If possible a resolution will be reached at this stage.
- 2.14.31 If a resolution is not possible, then the letter of appeal will be treated as a complaint and the formal procedure for complaints will be followed.

Written Examination papers

- 2.14.32 Written examinations will be conducted in accordance with JCQ^{ci} regulations. The Examinations Officer, or designated deputy as appropriate, will confirm the identity of all candidates present before the examination starts.

2.15 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

- 2.15.1 Pupils are expected to be fluent in English; if English is an additional language the relevant box should be ticked on the application form.
- 2.15.2 EAL teaching is not normally provided but if a place is offered this will be arranged where appropriate; parents will bear the cost of such tuition.
- 2.15.3 Overseas pupils must be resident with family within a reasonable daily commute.
- 2.15.4 Overseas pupils must qualify through the appropriate examination in the usual way.

2.16 GIFTED AND TALENTED STUDENTS

- 2.16.1 The School's philosophy underlying the teaching of Gifted & Talented pupils is as follows:
- To ensure that inspiring and engaging teaching, which challenges all to think, is at the heart of all that we do and that we equip students with a technical mastery and emphasize the beauty within each subject as well as connections with other subjects.
 - To ensure that extension and enrichment are an integral part of learning, using material that allows any student to be stretched, whilst encouraging those we believe to be especially talented to take up particular opportunities and encouraging scholarship at all times.
 - To provide enrichment opportunities outside timetabled lessons that will stimulate gifted students.
- 2.16.2 Setting work for gifted students. Schemes of work are planned to include material that differentiates between pupil ability and that stretches gifted students. Provision for gifted students might include
- Use of higher ability material (e.g. AS material at GCSE level).
 - Use of more complex tasks for gifted students.
 - Less use of scaffolding and greater independence in task completion.
 - Extra reading material set around the subject matter.
 - Referral to websites and other sources relating to associated topics or materials.

2.17 EXAM ACCESS ARRANGEMENTS

- 2.17.1 Full details of examination access arrangements can be found in the JCQ publication '[Access Arrangements and Reasonable Adjustments](#)'.
- 2.17.2 Section 6 of the Equality Act 2010 defines disability as '*a physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities*'. Access arrangements are the principal way in which Awarding Bodies comply with the duty under the Equality Act to make 'reasonable adjustments'.
- 2.17.3 Permitting access arrangements which are not supported by appropriate evidence constitutes malpractice by the Centre and could, ultimately, lead to the recall of certificates.

External reports and diagnosis

- 2.17.4 External assessments commissioned by parents whilst a pupil is at The King's School, which have not been requested by the school, cannot be used as stand-alone evidence for examination concessions. Parents may choose to have their child assessed privately as evidence that their child should be awarded extra time or another type of EAA. These private assessments are often very detailed but also cost a significant amount of money. This means

that parents who are unable to obtain a private report through their financial circumstances are put at a disadvantage. As an exam centre the school must be consistent in its decisions and ensure that no student is given an unfair advantage or be disadvantaged. If the advice of the private assessor conflicts with the Director of Learning Support, then the recommendation of the school will always take precedence. External assessments cannot be used as evidence for access arrangements by the school unless there is an established working relationship between the external assessor and the school. Any parent wishing to pursue an external report should contact the Director of Learning Support first for a briefing on how the process works and for a list of recommended assessors where there is an existing trusted and established working relationship with The King's School. Please see further detail in the School SEND Policy.

Principles for exam access arrangements:

- 2.17.5 The King's School aims to ensure that no candidate is placed at a substantial disadvantage in comparison to his or her peers as a result of a specific need or learning difficulty and, equally, that no candidate should be unreasonably advantaged by the provision of an access arrangement for which significant evidence of need is not apparent.
- 2.17.6 Whilst careful attention will be paid to the contents of historically commissioned external reports these will not, in themselves, constitute definitive evidence of need nor enable automatic eligibility for Access Arrangements to be granted. Evidence of 'normal way of working' and 'history of need' are the most important principles when taking decisions regarding exam access arrangements.
- 2.17.7 The School seeks to provide every opportunity, from Key Stage 2 onwards, for children to practise using this extra time in their end of year school tests, mock examinations and, where possible, class tests.
- 2.17.8 Access Arrangements awarded at previous schools or at any point before the 3rd Year of The King's Senior School, are not automatically carried forward and do not guarantee eligibility for examination access arrangements at GCSE and A level.
- 2.17.9 All pupils who have an external diagnostic report will need to be re-assessed once the pupil enters the 3rd Year of Senior School (Year 9) and these assessments will need to be done by one of the designated in-houses assessors. The Director of Learning Support will write to parents at this time to explain the process fully.
- 2.17.10 Formal applications for exam access arrangements for GCSE and A level examinations, will be made via the JCQ Online system in the Michaelmas and Lent terms of Year 11 and Year 13. Parents will be written to at this time to confirm which access arrangements have been awarded to their child and in which subjects.
- 2.17.11 Final decisions about examination concessions for internal and public examinations rest entirely with the school in its capacity as an examination centre. Where recommendations made in privately commissioned reports are not accepted by the school, a written rationale will be communicated to parents.

Members of the Learning Support team are qualified as in-house designated assessors. Their responsibilities include:

- Testing candidates from Year 9 onwards to determine requirements for access arrangements
- Completing Form 8 or Form 1 in compliance with JCQ requirements
- Processing the applications for Year 11 and Year 13 students using the JCQ Access Arrangements Online (AAO) tool
- Notifying the Examinations Officer and IT Teams of candidates' access arrangement requirements

- Notifying parents of which access arrangements have been awarded for their child and in which subjects
- Providing all supporting documentation and evidence for the purpose of JCQ Inspection
- Recording the candidate's access arrangement on the school iSAMS data base
- Updating and distributing an 'Access Arrangements Register' which lists the candidates who require exam access arrangements and what they are

2.18 WORD PROCESSING POLICY

2.18.1 The purpose of this policy is to outline how the King's School manages and administers the use of word processors in examinations. The policy has been written in accordance with JCQ regulations which are published annually in September. Full details of examination access arrangements can be found in the JCQ publication '[Access Arrangements and Reasonable Adjustments](#)'.

Principles for using a Word Processor

- 2.18.2 Under the guidelines issued by JCQ "*Centres are allowed to provide a word processor with spelling and grammar check facility disabled to a candidate where it is their normal way of working within the centre and is appropriate to their needs*".
- 2.18.3 Candidates may not require the use of a word processor in each specification, as subjects and their methods of assessment may vary, leading to different demands. The need for the use of a word processor is considered on a subject-by-subject basis.
- 2.18.4 Requests for a candidate to word processes in exams must be submitted by each Head of Department to the Director of Learning Support using a standard school form which identifies the persistent and significant difficulties the candidate is having which supports the case for the candidate to word process.
- 2.18.5 The Director of Learning Support will hold, update and distribute a 'Word Processing Register' which lists the subject specific information provided by the Heads of Department.
- 2.18.6 The 'Word Processing Register' will be used by the Examinations Officer, Director of Studies and Heads of Department to plan arrangements in both internal and external exams.
- 2.18.7 Particular types of candidate who may benefit from using a word processor include a candidate with:
- A learning difficulty
 - A medical condition
 - A physical disability
 - A sensory impairment
 - Planning and organisational problems when writing by hand
 - Poor handwriting
- 2.18.8 A word processor will not be granted to a candidate simply because he or she prefers to type rather than write or can work faster on a keyboard or because he or she uses a laptop at home.
- 2.18.9 The use of a word processor in exams can only be granted if it reflects the candidate's '*normal way of working*', which includes in the classroom, mock examinations, tests and homework tasks.
- 2.18.10 The provision of a word processor does not, in itself, entitle candidates to extra time in examinations.
- 2.18.11 The only exception to this is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of the exam.

Guidance for candidates

- 2.18.12 Word processors used in both internal and external examinations will be provided by the school and the IT team are responsible for ensuring that they are in good working order.
- 2.18.13 In external exams, candidates will be sitting in a separate room to the main examination room with separate invigilation organised by the Examinations Officer.
- 2.18.14 The Examinations Officer will prepare a personalised sheet for each candidate advising them of the start and finish time of their exam.
- 2.18.15 Each candidate will be logged on and off by a representative from the school IT team. Candidates will not be permitted to use their normal school login during examinations.
- 2.18.16 A restricted login for each candidate will be provided by the IT team which denies access to the internet, spell and grammar check and predictive text. This will be set up for each candidate before he or she enters the exam room.
- 2.18.17 The software candidates will use in all exams is called 'Exam Wordpad'. Font size will be set to 12 points with double spacing. Font size, font type and screen colour can be changed by the candidate by clicking on 'Screen Options' at the top of the screen.
- 2.18.18 Work will automatically be saved every 60 seconds through an 'auto save' function on the software programme.
- 2.18.19 At the end of the examination session, candidates will be supported by the invigilation team to print their work and advised not to turn off or log off the word processor.
- 2.18.20 The print screen will prompt candidates for:
- Name
 - Candidate Number
 - Exam Paper (i.e. subject)
 - External exam centre number 40317
- 2.18.21 Candidates are permitted to both type and handwrite throughout the exam but must ensure that question numbers are clearly labelled throughout.
- 2.18.22 Word processed scripts will be inserted in the normal answer booklet.
- 2.18.23 The normal Question/Answer booklet must be fully completed by the candidate with personal details (name, candidate number, exam etc... AND SIGNED IF REQUIRED).
- 2.18.24 Candidates must be present while their work is being printed off and verify that the work is their own by signing each page.

Guidance for invigilators

- 2.18.25 The invigilator team will have had appropriate invigilator training run by the King's School.
- 2.18.26 All invigilators will have read the 'Word Processing Policy' in full.
- 2.18.27 The invigilator team will be aware of which candidates in the word processing room have access to extra time.
- 2.18.28 The Examinations Officer will prepare a personalised sheet for each candidate advising them of the start and finish time of their exam and the invigilator will ensure that each candidate has this sheet on his/her desk.
- 2.18.29 At the end of the examination period, the invigilation team will advise the candidates to leave their work open on the screen and not to turn off or log off the word processor.
- 2.18.30 At the end of the examination period the invigilator will inform the candidates to print their work and assist them with this.
- 2.18.31 The invigilator will advise the candidates to fill the front cover of the question/answer booklet in by hand and submit this with their printed work.

- 2.18.32 The invigilator will ask the candidates to verify the printed work is their own by asking them to sign each page.
- 2.18.33 For external exams, the invigilator will sign and complete a JCQ Form 4 and ensure that this attached to the exam script before returning the papers to the Examination Officer.
- 2.18.34 The invigilator will assist or summon help from the IT team in the case of a technical fault.