



KNIGHTSBRIDGE SCHOOL

Assessment Policy **Appendix 3 - Examinations**

This appendix gives an overview of the examination process at Knightsbridge School. Further information regarding GCSEs specifically is detailed in the GCSE policies folder.

The Aim of School Exams:

School exams provide the following type of assessment:

- i) Summative – whereby data can be recorded and reported (assessment of learning)
- ii) Evaluative – whereby the performance of departments and year groups can be reviewed to improve the quality of learning and teaching

The aim of an assessment in any subject should be to measure a pupil's performance, and to check that the basic facts have been committed to memory and that essential skills have been acquired. From a teacher's point of view, an assessment gives essential feedback as to the effectiveness of what has been taught in order that modifications to the syllabus/teaching style can take place. From a child's point of view, an assessment can confirm and reward effort throughout the term/year. It will also, unfortunately, show up low ability and lack of effort. The communication of exam marks and grades to children should be done with care and consideration for those who may not have excelled (please see notes below). An exam also provides essential practice for 11+, 13+ C.E., Scholarship Exams and GCSE.

Before Exams:

- Make sure the syllabus material in the Long and Medium term planning has been covered;
- Give the children some practice of exam questions;
- Give some indication of how to answer exam questions – show some model answers;
- Give some guidance about time management in the exam;
- Inform the children of the topics that will be in the exam;
- Inform the children of the style of exam, e.g. length/type of questions, the number of questions etc.;
- Inform the children of the essential equipment that they must bring to the exam.

Setting Exams:

- Ensure that the exam reflects the children you have taught in that year and their ability as well as the curriculum content you have taught (this will mean revising exams every year);
- Invite all staff in the department/year to contribute questions, especially new staff with fresh ideas;
- All exams must be typed;
- It is essential that all exams are proofread by another person;

- Make sure that the instructions on the exam are clear, e.g. length of exam, how many questions have to be answered, the style of answer expected, whether the children will answer on the exam paper or on separate lined A4 paper.
- If answering on the exam paper, make sure that there is enough space for the child to write his/her name and their full answers (or provide additional paper and ensure the children understand how to label their answers);
- Use a format that is familiar to the children;
- Make sure that copies of diagrams/photos are clear and legible;
- Ensure that sufficient questions are set to occupy the average pupil for the whole of the exam;
- Mirror the format of the 11+ papers in Y5, the 13+ papers in Y6-8 and GCSE in Y9-11.
- Include data processing/analysis questions where appropriate;
- Set differentiated questions with some easier questions for the less able and some which are more open-ended to challenge stronger pupils;
- Aim to have a spread of marks approximately 30 – 80% with an average of 55-65% (commonly agreed pass mark at 13+ is 55-65%).

Marking Exams:

- Give credit for good answers where appropriate;
- Make sure that different staff marking the same exam/questions are moderated;
- Near to the top of the school, internal exam marks should be in line with the marks that children are likely to achieve at CE;
- All results should be input into the school's MIS by the date specified by the Assessment Coordinator.
- The Director of Learning and Heads of Section will call a moderation meeting after the end of exams to discuss the exam results before they are published to parents.

After the Exam:

- When marks have been analysed, SMT/Assessment Team will advise staff that marks are available to be reported to pupils and parents;
- The children should look at their marked scripts – they do not keep their scripts and they may only be shown to parents – these should be filed in their individual assessment hanging file;
- Go over the marked scripts indicating errors and/or omissions, showing where improvements could have been made. If appropriate, write model answers for the exam paper;
- Present the mark for the exam as a percentage and write this next to the pupil's name on the exam script;
- File an electronic copy of the exam paper on the school's server as advised by the Assessment Coordinator

Examination Arrangements

Revision Guides and Exam Timetables

A basic exam timetable should be published to children and parents during the middle of the first half of the term before their exams, along with a revision guide for each subject.

An invigilation timetable will also be issued to staff. The Assessment Coordinator will approach Heads of Department in the lead up to the exams for their exam requirements.

The exam timetable should also indicate arrangements for those children who require extra provision (see below).

Extra Provision

Some children are allowed extra time or modifications to successfully complete their exams. The Head of Learning Support will publish this list and make necessary arrangements prior to exam week.

Exam Procedure

Once you have written your exam and photocopied sufficient copies for the children plus spares (for the invigilator and Head of Learning Support), give the exams and all additional materials to the Assessment Coordinator. Please then save a scanned electronic copy into the relevant folder on the network.

Invigilation

The invigilator has a duty to examine the paper and its requirements before the exam starts to make sure that everything needed for the exam is available. Any queries about the exam should be addressed in good time to the setter. At the start of the exam, the invigilator should go through the instructions for completing the exam and make sure that every child understands what to do. There should be a clock in every exam room visible to all of the children. At the start of the exam, the invigilator should write the starting time, the ending time and the length of the exam on the board. During the exam, the invigilator should announce 'half time' and 'five minutes to go'.

Examinees are not allowed to read a book if they consider that they have finished except during the extra time allowed for specified pupils, and only once their script has been collected. Scripts and question papers should be returned to the marker as soon as possible. The invigilator should make a note of any absentees and the relevant Head of Department should ensure that the exam is caught up on the child's return. If there are any irregularities during the exam, e.g. talking or copying, this should be communicated to the marker by writing on the relevant scripts.

Children should be encouraged to go to the toilet before the exam starts as they are not allowed to go once the exam has started. In an emergency, the child should be taken to the loo by the second invigilator and a note should be made.

Communicating Results to Children and Parents – see *Appendix 2 Reporting to Parents*

Results will go home in a timely manner after exams have been taken, allowing for marking and moderation. Lists of exam marks/grades are not posted on notice boards to ensure privacy. Exam marks should not be communicated to children until SMT has advised and never before all children have sat their final exam. Should parents wish to meet about the exam papers, they may look at them on school premises but cannot take them home.

Y11

Mock examinations will be held in Spring. Results are tracked against predicted grades. Study leave will commend in Summer and pupils will come in for their exams as scheduled by their exams boards. Results are released at the end of August.

Y10

Autumn term in class assessments will indicate how pupils have started on their GCSE course. Assessments in Spring and Summer will show progress against predicted grades. Exams in students' chosen GCSE subjects will be taken in the Summer Term.

Y9

Spring Term Assessment week will inform GCSE Option choices followed by End of Year assessments in the Summer term. Papers based on Foundation GCSE and KS3 questions. Language speaking and listening exams can be taken in week before within lessons.

Y8

Spring Term	Summer Term
Mock CE Exams as per ISEB timetable January In large space	Common Entrance Exams June as per ISEB timetable In large space

Y7

Summer Term Exams

Senior School Exam Week. All CE subjects tested. French Listening, French Speaking and Mental Maths may take place the week before or after.

Y6

ISEB Pre-tests

Many schools opt for the Pre-Test data, rather than the 11+ exams set by the ISEB (as below). Parents register their children as candidates and we, as an exam centre, conduct the exams, generally in mid-Autumn term.

ISEB 11+ exams for 11+ candidates only

As per the ISEB timetable – 2 days at beginning of January. Only children who need the papers for their future schools and prospective KSEF children will sit these papers.

2 days of exams in total (off timetable for 2 days).

Day 1	English Comprehension 45 mins	Maths 1 hour
Day 2	English Composition 45 mins	Science (as appropriate) 1 hour

Summer Term

School Exam Week.

Exams are taken in a large space. Papers will usually be based on modified Level 1 13+ CE papers. Exams in the following:

- Maths (calculator & non-calculator & mental maths)

- English (reading comprehension and writing composition)
- Science

Y5

Summer Term Exams

School Exam Week. Exam papers are based on 11+ papers in English, Maths and Science, although these may be adapted. Exams in the following:

- Maths (calculator & non-calculator & mental maths)
- English (reading comprehension and writing composition)
- Science
- Verbal and Non-Verbal Reasoning

Y3-4

Summer Term Exams

School Exam Week. All exams to take place in classroom with desks separated. Exams in the following;

- Maths (inc. mental maths)
- English (reading comprehension and writing composition)
- Science

Y1-2

Summer Term

Children will only sit PTE and PTM assessments.

In order to eliminate a sense of stress of worry amongst the children, these papers will be sat in lessons times and may be chunked into smaller more manageable sessions for the children. This is at the discretion of the teachers and Head of Section.

Problems Arising During Exams

As the children progress up the school, exams become more formal. Children in the younger years should be trained in how to behave under exam conditions. For example, there should be no talking at all and they should be encouraged to go to the loo before-hand. Below is a plan for any problems which may arise during exam conditions.

Risk	Early warning	Control to prevent	Control to resolve
Invigilator does not turn up	Phone Call or scripts not collected	Invigilator timetables – sign tear off slip to confirm dates	One extra gap year students/ assistants allocated each day School mobile phone at St Columba's to let Deputy Head/SMT know SMT to arrange cover
Fire alarm goes off			Phone at St Columba's to let SLT know

			<p>Ensure invigilators are aware of policy</p> <p>SLT to assist in maintaining security of exam</p> <p>Allocate specific area for exams. (Outside St Columba's)</p>
Student taken ill during exam			<p>Invigilator to phone for help if needed</p> <p>Extra assistants on hand to support and maintain security of exam</p>
Bad weather or transport problems	Weather report	Possible delay to start of exam	<p>Delay start, contact SMT, isolation of candidates if late and hold staggered sessions if necessary. Special Consideration</p>
Pupil does not turn up for exam		Pupil timetables and information from subject teachers	<p>Receptionist to call home to find out what has happened.</p> <p>Pupil starts the exam late.</p>
Cheating in the room	Invigilator reports problem	Warning to candidates and information from Head of Seniors in pre-exam talk	<p>Invigilator aware of policy,</p> <p>SMT on-call to deal with malpractice issue</p>
Disruption in the room	Invigilator reports problem	Warning to candidates and information from tutors. Information from tutors to AO re problem students in order to isolate.	<p>Invigilator aware of policy,</p> <p>SMT on-call to deal with malpractice issues</p>