



Early Entry Policy

Governor committee:	AEC
Review date:	July 2017
Next review date:	July 2018
Staff resp. for review:	ACP

Introduction

Early entry is one element of Norbury Manor'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. The motivational benefits of students experiencing success throughout their GCSE course are significant. In addition, reducing the total amount 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 (*Mathematics: Made to Measure*, DfE, 2012; *Early entry to GCSE examinations*, Ofsted, 2011) and outlines Norbury Manor's approach to early examination entry.

Guiding principles

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 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 in GCSE Mathematics) 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.

Early entry in practice

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 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.

An Equality Impact assessment has been carried out with regard to this policy. There was found to be no significant impact on any group with protected characteristics i.e. this policy does not discriminate against anyone on the basis of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation.