



## Early Entry Policy

This policy exists to promote the Boston Spa School Mission.

**THE BOSTON SPA SCHOOL MISSION**

**Our ambition for every learner is:**  
 Academic Capital: Achieving outcomes that match or exceed that which they would have achieved in any other school.

Moral Capital: To be young people who know right from wrong and make good moral decisions especially in the company of their peers.

Social Capital: To be 'nice people to know', who understand and model what it is to be an adult member of their communities.

**Our ambition is achieved in a school where:**  
 Everyone is treated with respect  
 Everyone makes progress  
 No one steals learning

**This creates:**  
 'A path to the future for all'






Reviewed by: Headteacher, October 2014

Responsibility of: Deputy Headteacher

Date of next review: September 2015



## **INTRODUCTION**

Early entry is one element of Boston Spa 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 9 and 10 before the final examination period in Year 11. 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 Boston Spa School'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. The minimum expectation is that students will make at least three levels of progress between KS2 and KS4 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 C 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 Learning Team Leader to discuss the entry policy.
- Learning Teams should provide a clear rationale of the selection process for early entry.
- This process will be monitored by the Deputy Headteacher

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.