



STUDENT CURRICULUM and LEARNING POLICY

This policy amalgamates policies on Curriculum, Numeracy, Literacy, Citizenship, Teaching and Learning, Homework, and Recording Reporting and Assessment

Introduction

The St. George's School, Harpenden Academy Trust curriculum aims are informed by the School aims and objectives, which were approved by the Governing Body in June 1993 and revised in June 2001. The Education Reform Act 1988 and subsequent legislation places a statutory duty on the School to ensure that students follow the National Curriculum. We do not believe that the National Curriculum represents the whole of the curriculum which should be available to each student.

Content and Pupil Entitlement

St. George's School, Harpenden Academy Trust recognises that **all** pupils are entitled to a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation and progression. We attach the following meanings to these terms:

Breadth A broad curriculum will bring pupils into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic/creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological).

Balance A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.

Coherence A coherent curriculum will be planned as a whole and will embrace the different areas of learning and experience, so that these do not appear as discreet and unconnected but as contributing to overall progress and achievement.

Relevance A relevant curriculum will link schoolwork to pupils' own experience and make plain the application of what is learned to adult life.

Differentiation A differentiated curriculum will satisfy the broad aims of education and be carefully matched to pupils' developing abilities, aptitudes and individual needs. In this context, the school recognises that it is appropriate for some pupils to follow a more restricted curriculum in terms of breadth of subjects, in order to meet their individual needs.

Teaching and Learning

St. George's School, Harpenden Academy Trust places emphasis upon the notion that teaching and learning processes are as significant as curriculum content in determining pupil progress and achievement. To this end we seek to develop shared experience, between teachers and learners. We encourage teachers to review their teaching methodology and monitor approaches through classroom observation and professional review meetings. We also recognise the importance of shared experience between learners themselves and that teachers can learn from pupils.

In this context and within the financial, physical and human resources available to the school through the delegated budget, we will endeavour to:

- promote the view that learning should be experienced as something which is enjoyable, engaging, rewarding and confidence building;
- equip pupils with the tools of learning and give a high priority to literacy, numeracy, oral skills, the application of Information and Communication Technology (ICT) and investigation, taught through a wide range of experiences;
- relate the content and delivery of the curriculum to the cultural, linguistic, social and religious experiences of pupils and their families so that pupils can contribute actively to their own learning;
- develop pupils' understanding of the world in which they live through their involvement in the community and exploration of its economic, industrial, political, ecological, religious and social dimensions;
- encourage pupils to be self-confident, self-disciplined, courteous, co-operative and constructively critical;
- provide opportunities for pupils to reflect systematically upon their activities and experiences;
- give pupils a sense of success through their achievements;
- regard assessment as an integral and valuable element of the learning process, in order to diagnose difficulties and chart progress;

The School seeks to ensure that the statements indicated above are supported by a comprehensive Teaching and Learning Strategy.

Teaching and Learning Strategy:

As a school we aim to:

1. empower teachers at St. George's with an ideal model upon which lessons are planned in order to maximise learning
2. provide common criteria against which teaching and learning practice can be assessed
3. ensure a common high quality of experience for all students to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning (teachers & students)
4. provide opportunity for the sharing of excellent classroom practice, and provide opportunities to review and implementation of new pedagogy and practice through activities which could include lesson observations, peer observations, critical assessment, teacher planning and student view.

We define quality teaching and learning as being:

Quality Teaching:

- provides carefully structured activity matched sensitively to student needs
- gives students some responsibility for their work and independence
- develops well planned, prepared and paced lessons that maintain high levels of interaction with the class
- provides ample, challenging work stemming from expert knowledge of curriculum, how to teach it and how students learn
- maintains high levels of student involvement in tasks
- creates a positive atmosphere in the classroom through excellent relationships
- incorporates high levels of praise and encouragement
- uses a variety of approaches; strategies and techniques are well selected and time is used productively
- uses homework effectively; particularly to reinforce and extend what is learned in school, if not prepare for a new topic

Quality Learning:

- when students are captivated and enthused by what they are learning
- an active process – a product of doing rather than receiving
- linked to prior knowledge
- supported by both the teacher and other students, and takes the form of interaction, collaboration and teacher intervention
- collaborative through cooperation, dialogue and creating knowledge with others
- centred on the learners' responsibility for their own learning. They are able to exercise choice, develop goals, plan their approach and work independently.
- reflective and enables learners to monitor and review the learning
- where learners make considerably better progress than may be expected
- when students display a strong desire to contribute the effort and concentration required to match the teachers passion for learning

All lessons should contain the following elements listed below in some shape or form. They are the strategies formulated with staff as being most important to empower us to consistently deliver high quality lessons. In so doing we believe these elements are core to enable us to unlock a student's full potential and hence maximise their progress and level of attainment:

1. Learning Objectives are Identified & Shared

This needs to be a two step approach in which students are told not only the purpose of the lesson but also what the teacher expects in terms of outcomes from activity, examples include:

- **know that ...** (for knowledge – factual information such as names of people or equipment, places, symbols, formulae etc.);
- **understand how/why ...** (for understanding – concepts, reasons, effects, principles, processes etc.);
- **develop / be able to ...** (for skills – using knowledge, applying techniques, analysing information etc.);
- **develop / be aware of ...** (for attitudes and values – empathy, caring, sensitivity towards social issues, feelings, moral issues etc.);
- **explore and refine strategies for ...** (creating, designing, hypothesising, exploring alternatives).

e. **by SUPPORT:**

The different needs of the different students will inevitably mean that some students need greater support than others. There are a number of strategies that can provide that support. Eg Learning Support teachers and assistants, Sixth form classroom assistants)

5. Assessment used Formatively to Involve Students in their Learning

The key focus of assessment in teaching and learning must be to enable students to be continually aware of where they are now in their learning, where they can or need to get to, and most importantly how best to get there.

This might be achieved through:

- Following the Policy on Recording Reporting and Assessment, which ensures that assessment includes a range of summative and formative feedback.
- sharing learning objectives with students.
- sharing assessment criteria with students very early on in tasks, in a way which is easy for them to understand and is transparent for all.
- showing students exemplars of work to enable students to recognise standards.
- developing students' questioning skills.
- developing students' self and peer assessment
- providing experiences and activities that enable students to be involved in assessing and monitoring their own achievements.
- ensuring that assessment yields information that is useful in helping to improve learning and teaching.

Specific Cross Curricular Themes

1. Numeracy

Definition of Numeracy

- Ability to make use of mathematical skills to cope with the practical mathematical demands of every day life; now known as functional skills
- Appreciation and understanding of information presented in mathematical terms (in graphs, charts or tables).
- A proficiency which involves confidence and competence with numbers and measures.
- It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts.

This School Believes That:

- the development of numeracy skills is a basic entitlement for all learners
- all learners should experience a rich numeracy learning environment, regardless of perceived 'ability'
- numeracy involves the application of knowledge, skills and understanding essential for personal and social development, in this way the school supports the life-long learning of its pupils
- competence in mathematics/numeracy is important and essential for success in other areas of study and should be promoted throughout all areas of the curriculum in a consistent and efficient manner

Strategies for Facilitating Progress in Numeracy include:

- All departments are responsible for identifying aspects of their scheme of work which contribute to raising students' standard of numeracy and highlighting these aspects in the teaching of their learning objectives. Departments are supported in this by the numeracy coordinator where required. It is recognised that not all subjects will include numeracy in each topic taught.
- The correct use of mathematical language and spelling will be encouraged and reinforced at all times.
- All students should be encouraged to use mental methods as a first resort when a calculation is needed.

Each member of staff is responsible for developing learners' numeracy skills and competence within his/her own area of study. The **numeracy coordinator** is available where necessary to consult with heads of department in order to develop a co-ordinated and consistent approach to the development of numeracy throughout the school. All teachers will collaborate to ensure that learners can apply their mathematical skills in a variety of relevant and appropriate contexts.

2. Literacy

At St. George's, we accept the fundamental principle that Literacy is the key to improving learning and raising standards; it enables pupils to gain access to the subjects studied in schools, to read for information and pleasure, and to communicate effectively. Poor levels of literacy impact negatively on what pupils can do and how they see themselves. The teaching of literacy is not the responsibility of the English Department alone; at St. George's, all teachers share responsibility for the teaching of literacy across the curriculum and recognise their statutory responsibilities, as outlined in the National Curriculum

The aim is:

- To enable all pupils to reach their potential in the key literacy skills of reading, writing, speaking and listening .Additional provision will be made for pupils who speak a different language at school from the one they speak at home, as detailed in the Special Educational Needs Policy.
- To support the development of literacy skills throughout the curriculum
- To raise staff awareness of key literacy strategies through working party discussions, INSET and the dissemination of good classroom practice
- To encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of appropriate schemes of work and lesson planning
- To support the development of literacy through the deployment of a range of resources in the school e.g. Library, ICT suites etc
- To identify specific roles and responsibilities within the school with regard to the development of literacy work

Strategies for facilitating progress in Literacy include:

Reading

1. Across the whole curriculum teachers will provide activities for pupils to:
 - read and follow written instructions
 - read to explore and to develop understanding
 - learn how to sift, select and take notes from the text
 - learn how to access their textbook, including format and index
 - learn how to select from written material, reformulate, question and challenge what they read in textbooks, encyclopaedias, and newspapers or from ICT sources
2. Teachers will provide reading material of high quality, which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender and appropriate for age and ability of the pupils.
3. Opportunities should be created for teachers to refer to pupils' use of reading in assessments and reports for all curriculum areas.

Writing

1. Across the curriculum teachers will provide activities for pupils to:
 - use writing to plan and organise
 - plan, draft, discuss and reflect on their writing, using ICT, where appropriate
 - write for a range of purposes and audiences
 - make notes in a variety of formats, e.g. mind mapping, lists
2. Teachers will set writing tasks that have clear and immediate purposes are objective driven and which are appropriate for the age and ability of the pupils concerned.

3. Teachers will teach pupils how to structure their writing using a variety of sentence structures, paragraphs and a wide range of punctuation, including higher order punctuation e.g. semi- colons, colons and brackets.
4. Where pupils are asked to write in a particular genre, e.g. a newspaper report, teachers will ensure that pupils are familiar with the appropriate style and conventions.
5. Teachers will correct errors in grammar, punctuation and spelling in line with the school's assessment policy.
6. We will aim to:
 - provide good models of particular kinds of writing
 - provide Frameworks where appropriate
 - provide dictionaries and teach pupils how to use them
 - display Key Words in the classroom
 - teach subject specific vocabulary and spelling
 - encourage high standards of presentation

All staff

- should ensure that they are familiar with the specific literacy demands of their subject and ensure sufficient coverage of these skills in their lesson planning
- should use the agreed strategies in order to teach Writing, Speaking, Listening and Reading skills as outlined in The National Curriculum
- should be able to identify a pupil's literacy strengths and weaknesses and know how to build upon these in order to promote pupil progress

Homework

Homework refers to any work or activities that are asked of pupils outside of normal lesson times. Some tasks may need to be done at school if specialist resources are needed.

The Purpose of homework is to:

1. To help pupils develop independent study skills, perseverance and self-discipline.
2. To actively involve parents and carers in their children's learning and keep them informed about the work of their children.
3. To consolidate and reinforce work begun in class.
4. To extend school learning and encourage initiative in exploring resources outside the classroom.
5. To manage demands such as GCSE course-work.

How much time is spent on homework?

Year 7	8 hours per week	Generally 3 x approx. 30 min per day
Year 8	10 hours per week	4 x approx. 30 min per day
Year 9	12 hours per week	4 x approx. 35 min per day
Year 10+11	14 hours per week	4 x approx. 45 min per day
Year 12+13	6 hours per subject	Per week

These timings show a suggested range of times which students may well exceed. In several subjects the task may be a part of a longer set piece of work such as an assessment. Other activities such as drama, music and sport can be followed as well as homework. Where pupils undertake such extra curricular activities deadlines should be reasonable. Staff are also asked to be aware of students whose cultural backgrounds and parental priorities are not conducive to certain kinds of homework, for example, the setting of a project over a holiday period which might require considerable parental support and visits to a public library.

What could homework look like?

Tasks will have a clear objective, linked to study programmes. Tasks might be;

Investigations	Interviews	Simple experiments	Essay writing
Research	Public library visit	Drafting	Report writing
Reading	Designing	Revision	Making a model
Drawing	Word processing	Desktop publishing	Projects
Effective preparation	Learning vocabulary	Preparing a Presentation	Collating and organising notes
Practising questions	Reinforcing work	Watching a television programme	Planning an investigation
Composing music or poetry	Solving problems	Practising skills	Answering questions

These could be seen as part of a suitable diet for homework tasks, ensuring that the "finishing off work" is not too regularly used.

The school responsibility:

- A homework timetable is constructed each year and all staff are made aware of it
- All pupils (years 7 - 13) are given a Prep Book at the beginning of each new school year. Within which there are the guidelines on homework, and adequate space to record homework tasks.
- Form tutors will check the books in Years 7-11 for completeness and may, periodically, check 6th form ones.
- Subject staff may also check that Prep Books are being brought to lessons and that they reflect accurately the tasks set.

The pupils' responsibility:

Pupils should ensure that:

- the homework task is clearly identifiable in their exercise books, and that it is completed for every homework task given by staff and that if no task is set this is also clearly recorded.
- Should the book be lost it is up to the pupil to purchase a replacement from their Head of House or School Shop.

Parents and carers responsibility:

Parents and carers should ensure, as far as possible that they:

- Provide a reasonably peaceful, suitable place in which pupils can do their homework.
- Support the school in valuing homework.
- Use the homework diary to see that deadlines are being met.
- Encourage the pupil to work independently.
- Test learning (e.g. vocabulary) or listen to children read what they have written.
- Parents, boarding staff or carers should check Prep Books each week.

In order to assist students with the completion of homework the school provides the following facilities:

- the School Library in offering support during and after school with many homework tasks. The Library is open Monday – Thursday until 4.45pm and Friday until 4.00pm.
- handwriting, spelling and homework clubs organised by the SEN Department for selected pupils.

If parents or carers feel there is a problem about the amount or difficulty of homework please contact the form tutor in the first instance.

Other aspects of our Curriculum work

We will also seek to work with other stakeholders to ensure that the needs of the individual are met and pupils reach their full potential. These may include:

- our feeder schools, consortium partner schools, further education, higher education.
- the Careers Service, employees and parents

Assessment, Recording, and Reporting

Principles

The process of assessment is a major key to effective teaching and learning. We must make clear to students before work is begun how that work will be assessed. In providing feedback to students about their learning, we must identify strengths and weaknesses, and make clear how improvements can be achieved. All criteria for the marking of work and measurement of progress must be clearly understood by and shared with students. Assessment is an integral part of the process of teaching and learning. Assessment should take place regularly, and be both formative and summative. To be effective, a consistent policy needs to be used and understood by students, parents and staff: but the different needs of individual subjects and different key stages will make a variety of practice necessary and inevitable.

The school assessment policy reflects the values and intentions outlined in the school's aims and objectives:

- To provide constructive feedback for teachers and students to facilitate and measure students' progress and learning.
- To identify students' individual strengths and weaknesses.
- To evaluate the curriculum and teaching methodology to support curriculum planning and delivery, and to support effective decision making.
- To inform parents of how their child is doing to facilitate a collaborative framework for learning.
- To meet statutory requirements.

Assessment should enable students to value their achievements, academic, physical, creative, and social, and help them realise their full potential.

Methods

Assessment should take a variety of forms:

1. Written comments and corrections on students' work.
2. Measurement of performance against standardised and clear criteria, by means of grades, levels, marks or percentages.
3. Oral evaluation and individual dialogue with students.
4. Student self-evaluation against understood criteria, both of individual pieces of work and at the end of whole units.
5. Student evaluation of the work of their peers, again using clearly understood criteria.
6. Examining and even marking as a group sample pieces of work to enable students to become more aware of the key quality features of a particular kind of work. This may include post-mortem on the previous year's examination candidates with the students' permission. It may include students marking staff authored examples with deliberate errors.
7. Externally set exam papers, some marked departmentally, others externally.
8. Student tracking against prior attainment data, including the production of benchmark or minimum target grades, to assess progress during each key stage. In Year 12 and 13 it will be the practice to make students aware of their UQB to enable them to have a realistic idea of further education prospects. Year 10 and 11 students might be told their benchmark grades or predicted GCSE score as individual needs dictate. CAT information is not routinely released.
9. School self-evaluation using examination results, benchmark data (e.g. Raiseonline, FFT Live, the LAT)

Teaching staff are expected to keep a full and accurate record of student grades in a formal and verifiable way.

Marking of student work

The most important single consideration is for the teacher to use a mechanism which is meaningful to the student in two ways:

- **It allows the student to understand what they have done well and what they have done less successfully.**
- **It allows the student to understand how the quality of the work stands up against a broader picture.**

This will be achieved by use wherever possible of **NC levels**, G.C.S.E. Grades, and AS and A-level grades.

It remains appropriate for staff to award students a numerical “score out of” or percentage where it is clear how the score has been arrived at. Major test scores should be converted into such levels or grades where possible and appropriate.

In Key Stage Three, it is likely that the frequency with which students are awarded an NC level will vary greatly according to the different nature of the curriculum in different subjects.

Carefully crafted teacher comment, however brief and however given, will be the main route by which feedback is given. Written comment will provide both teacher and student with a lasting record of the action needed when the next similar piece of work is undertaken: but we do not deprecate oral feedback, which may impact more strongly with many students. Whole class oral feedback on a task where many students showed the same problem may be helpful and time efficient. Production of model answers or photocopying a good student response may also save time and increase effectiveness.

Teacher workload will prevent staff always writing on every student’s work the kind of lengthy response that we know to be of value in raising student performance. A variety of means will need to be taken to overcome this. Staff may attempt to offer a lengthy comment to different students in rotation over the course of a term. A teacher might comment at length at the end of a series of pieces, observing the patterns in the student’s performance, checking work for completion in between times. A teacher might award a grade or level or percentage **alone**, so long as other means are used to ensure the student understands what this means: for example, by means of a handout that is frequently referred to by the teacher, and which shows the key characteristics of student work at different levels or grades. On some occasions staff might simply check work for completion.

Where NC Levels, GCSE grades, AS or A-level Grades are used in marking student work, these are done without dilution of standards to take account of where the student is within the Key Stage. For example, essays done by Year 12 students in term 1 would have no allowance made for the inexperience of the student, and would be marked to the same objective criteria as will be used at the end of Year 12.

As we no longer use formats of assessment which compare the students against the performance of their set, care will need to be taken to assess lower set students on occasion in a way that avoids demotivation and recognizes quality and progress. There will also continue to be a substantial body of work which cannot be assessed against National Curriculum Levels or Examination Grades We will continue to use the following scale for such work:

- Ex – Excellent
- G – Good
- S – Satisfactory
- L – Low standard
- U – Unsatisfactory

However, this grading will be used to denote teacher perception of the degree of effort that has been put into the work, not its academic quality.

Expressive Arts Area - special arrangements

Experience has shown in some subjects that it is important to be able to give some idea of the teacher's *impression* of the academic quality of an individual piece of work without reference to NC levels; the way NC levels in Art and Music are framed makes their use to level a single piece of work inappropriate. To avoid endorsing yet another system of letter or number grades, staff in these areas may record the following gradings on students work or in their mark books:

Outstanding

Confident

Competent

Basic

Towards Basic

As in all assessment practice, however, it is fundamental that the student should understand what it is about their work that means it is only "basic", or what they would have to do extra to turn confident work into an outstanding piece.

Spelling

All subject staff should promote and actively teach the correct spelling of subject-specific words and endeavour to correct spelling errors in pupils' work. Errors should be identified; correct spellings of key subject terms practiced and logged in the relevant prep book pages. Flexibility is appropriate where a student has a learning difficulty and drafting and peer checking and learning homeworks can minimise errors. MFL will put a particular emphasis on this dimension.

Reporting to Parents

Tutor Cards

Up to 5 times a year, students are graded on a tutor card that they carry with them to be signed and annotated by staff over a ten-day period. In all years and in every case, the card measures effort and attitude to work, with grading as follows:

C – Recommended for commendation

X – Working to expectation

R – Recommended to go on report

Staff may wish to make use of (X+) or (X-) to enable a five point scale: this meshes with the report card system and annual report effort boxes both of which also operate on a scale of five. Supporting comments may be added by the teacher to expand on or explain the judgment, but time constraints will not always make this possible.

In the case of the second card of the Autumn and Spring Term, Year 12 and 13 cards contain a facility for the teacher to assess the rough level of performance of the student at that time, using the A-U A-level scale. As the card also bears the student's Upper Quartile benchmark in each subject, this enables students, tutors, and parents to pick up on under-performance mid-year while there is still time to address it.

Annual Reports

The annual report is a statutory document for Years 7 to 11. In the sixth form, the detailed tutor card report three times during the year is used instead.

In each case, the aim is to offer a clear assessment of the year's work, showing how the student compares to national benchmarks, picking up on strengths and weaknesses, and providing a clear agenda for improvement.

Key Stage 3 Reports

All KS3 Test results and teacher assessment levels are reported to the parents of Year 9 students before the end of the summer term. A package of evaluation, comment, and comparative statistics accompanies this report.

Parents' Consultation Evening

Every year group will have a Parents' Consultation Evening annually. Priority will be given to parents seeing their child's tutor. Teachers who feel they need to see a particular parent will be given priority over parents' choices where there is a constraint over time. Staff will not normally provide an impromptu written report on a student to parents who had been unable to make arrangements to come to the consultation evening. Parents may request to meet with teachers at any time throughout the year via the student's tutor and Head of House. The consultation evening is designed to enable parents and their children to be given specific information about the student's work, progress and achievement. Students are expected to attend with their parents. Interviews are limited to 5 minutes, although if there are serious concerns that cannot be addressed in their time parents can ask to meet again at a convenient time.

Reports to other schools

In accordance with statutory requirements, all educational records relating to the child, including the most recent annual report and DfES forms TF3 and TF4 will be sent to the new school within 15 school days. Additional information from the student's school file may also be included.

Public Examinations

A full report of GCSE and A-level results, with analysis and gender and ethnic breakdown, is provided by the Examinations Officer in all relevant publications e.g. the Governor's Annual Report to Parents. The school also shares with parents our value added evaluations in the Headmaster's Curriculum Letter.

Internal Appeals Procedure for Internal Assessments

Policy on Internal Assessments for Qualifications with English Awarding Bodies

In accordance with the Code of Practice for the conduct of external qualifications produced by JCQ, St. George's School, Harpenden Academy Trust is committed to ensuring that:

- Internal assessments are conducted by staff that have the appropriate knowledge, understanding and skills.
- Assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant Specifications for each subject.
- The consistency of internal assessment is assured through internal standardisation as set out by the Awarding Bodies.
- Staff responsible for internal standardisation and/or assessment attend any compulsory training sessions.

Written Appeals Procedure

Each Awarding Body publishes procedures for appeals against its decisions, and the Examinations Officer will be able to advise pupils and parents of these procedures. Appeals may be made to the school regarding the *procedures* used in internal assessment, but *not the actual marks or grades* submitted by the school/college for moderation by the Awarding Body.

A pupil or parent wishing to appeal against the procedures used in internal assessments should contact the Examinations Officer as soon as possible to discuss the appeal, and a written appeal must be received by the School *at least two weeks before the date of the last external exam in the subject*.

On receipt of a written appeal, an enquiry into the internal assessment will be conducted by the Examinations Officer and the Assistant Head Teacher (14-19). This enquiry will consider whether the procedures used in the internal assessment conformed to the published requirements of the Awarding Body.

The appellant will be informed in writing of the outcome of the appeal, including details of any relevant communication with the Awarding Body and of any steps taken to further protect the interests of the candidates.

Statement for Pupils:

If at any stage during your exam courses you have concerns about the *procedures* used in assessing your internally marked work for public exams (e.g. coursework / portfolio / projects) you should see the Examinations Officer as soon as possible.

You cannot question the actual marks awarded by the school and submitted for moderation by the Board. Remember a mark awarded by the school can be moderated up or down by the Board to ensure a consistent standard between centres.

If you decide to make an appeal:

- You must apply in writing to the Examinations Officer at the school at least two weeks before the date of the last external exam in the subject.
- The enquiry (which will be into whether the procedures used conform to the published requirements of the Board) will be carried out by the Examinations Officer and the Assistant Head Teacher (14-19).
- The findings will be binding, and the candidate will be provided with a written report of the investigation including details of any relevant communication with the Examination Board and of any steps taken to further protect the interests of the candidates.

Appendix

The Assistant Head Teacher (14-19) is Mr Paul Simon; Telephone 01582 716264

The Examinations Officer is Mr Paul McGillivray; Telephone 01582 716242

The Deputy Examinations Officer is Ms Gisela Michaels; Telephone 01582 716272