Reporting and Assessment

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1. **The Aims of reporting**

At The Ladies' College, the purpose of assessment and reporting is to:

- provide clear information on performance and progress.
- allow evaluation to take place.
- promote discussion of achievement between teachers, students and parents.
- allow targets to be set in order to raise standards further.

2. **The Principles of Assessment**

Assessment at The Ladies' College should:

- Provide meaningful information to the students about their progress, strengths and weaknesses, and suggest ways they can improve achievement.
- Inform teaching, planning and promote the quality of learning.
- Set standards and make clear the criteria by which work is judged.
- Be constructive, acknowledging progress and achievement and aiming to encourage and motivate students.
- Encourage comparison with a student's own personal best and avoid comparison with others.
- Allow consideration of effort, knowledge and skills.

How do we assess?

- Assessment should be frequent
- May take a range of forms e.g. classwork, homework or tests
- Assessment can be written or verbal in form e.g. teacher comment/marking, peer marking or self-assessment.
- It should encourage comparison with a student's own personal best and avoid comparison with others e.g. referencing previous standards/targets rather than year averages

3. The Principles of Reporting

Reporting at The Ladies' College should:

- Be regular. Each term parents will have at least one of:
    - a written Interim Report (Remove to Upper Five)
    - a Progress Review (Sixth Form)
    - a written report or
    - an invitation to a Parents' Evening to discuss their daughter's progress with teachers.

(we maintain at least half termly contact with parents including Curriculum Evenings or similar)

- Be clear, to inform progress and targets.
- Follow agreed criteria in this Policy and be consistent across the curriculum.
- Provide a basis for planning the next step in a student's learning.
- Allow all students a relevant range of opportunities to show what they can achieve.
- Celebrate progress
- Motivate all concerned towards raising standards.
- Be high quality, factual and supportive.
- Involve students, parents and teachers

Students will have an opportunity to view and discuss their reports with their Form Tutor to:

- Evaluate their own progress
- Set targets.

Reporting should be based on assessment data that is collected and, where required, criteria that has been discussed and agreed by subject teachers.

4. Overall summary of assessment and reporting:

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
Remove	• MidYIS test (S)	• Interim 1 (I) • 1:1 with Tutors	• Parents' evening	• Interim 2 (I) • 1:1 with Tutors	• End of year examinations	• 1:1 with Tutors • End of Year Report (I)
Lower Four	• Interim 1 (I)	• Internal examinations • Exam scores (I) • 1:1 with Tutors	• Parents' Evening	• Interim 2 (I) • 1:1 with Tutors	• End of year examinations	• 1:1 with Tutors • End of Year Report (I)
Upper Four	• Interim 1 (I)	• Internal examinations • Exam scores (I) • 1:1 with Tutors	• Options Evening • GCSE choices	• Interim 2 (I) • 1:1 with Tutors • Parents' evening	• End of year examinations	• 1:1 with Tutors • End of Year Report (I)
Lower Five	• YELLIS test (S) • Interim 1 (I)	• Target setting with Chances graphs (S/iS) • Target grades (I) • Curriculum Evening • 1:1 with Tutors	• MTA exams (if applicable) • MTA Assessment report inc. Grade, comment, target (I) • 1:1 with Tutors	• Parents' evening	• End of year examinations	• 1:1 with Tutors • End of Year Report (I)
Upper Five	• Interim 1 (PP) • Target setting reviewed • Entry and confirmation of (I)GCSE Maths Foundation	• A-level information Evening • A-level choices • Parents' evening • 1:1 with Tutors	• (I)GCSE mock examinations • (I)GCSE Foundation Maths exams • Confirmation of entries for (I)GCSEs/GCSEs	• Mock results (I) • 1:1 Interview with Principal post mock • End of Year Report (I)	• External examinations	

	Michaelmas 1	**Michaelmas 2**	**Lent 1**	**Lent 2**	**Trinity 1**	**Trinity 2**
Lower Sixth	• ALIS test (S) • ALIS Student Prediction graphs • Progress Reviews (iS)	• 1:1 Tracking interviews • Progress Reviews with teacher and YC (iS)	• L6 MTAs in lessons • L6 MTA report (S)	• Parents' Evening • Tracking interviews	• End of year examinations	• End of Year Report (iS)
Upper Sixth	• UCAS grades/ subject references on Unifrog • Progress reviews including teacher comment and UCAS Grade (iS)	• Parents' evening • 1:1 Tracking interviews • Current Performance Grades (iS – internal only)	• A-Level mock examinations • Confirmation of entries for A-levels	• Mock results (PP/iS) • End of Year Report (PP/iS) • Tracking interviews	• External examinations	•
Other	• A Level/ GCSE analysis • Open morning	• Normalised scores	• GCSE/A Level entries to be entered	•	•	• Information Evening for new Removes • GCSE/ A Level results (August)

MTA = Mid Term Assessment   **S = Student**   **YC = Year Coordinator**   **I = Integris**   **PP = Parent Portal**   **iS = iSAMS**

MidYIS – Middle Years Information System   **YELLIS = Year Eleven Information System**

ALIS = A-Level Information System

5. MidYIS, YELLIS and ALIS

Remove, Lower Five and Lower Sixth students sit a baseline assessment through the Centre for Evaluation and Monitoring (CEM) at the start of the Michaelmas term. It tests students on their vocabulary, mathematics, non-verbal and skills and gives predictions up to (I)GCSE for MidYIS and YELLIS and A-level for ALIS. The students' reports give the College a picture of their potential and progress through school. The test highlights any areas which the students excel at and also areas where teachers may need to intervene and ultimately show if they need extra help by the Learning Support team.

The following students will sit the following CEM examinations in the first weeks of the Michaelmas term:

- Remove – MidYIS
- Lower Five – YELLIS
- Lower Sixth – ALIS

The MIS Administrator will

- register the students for MidYIS, YELLIS and ALIS with CEM ahead of the start of the academic year
- send the unique link from CEM to IT to set up the tests
- set up and run the CEM tests with the students in the IT room in conjunction with the Deputy Principal – Pastoral
- run reports from CEM and load results into Integris and provide them to YCs, Learning Support, Director of Studies.

The data is stored in SharePoint under working documents/CEM predictions and then the year group. There are subject graphs and individual student graphs. Some students may not receive prediction data for their subject as CEM does not have sufficient historical data to make a confident prediction e.g. subjects that relatively few students study nationally.

5.1. Sixth Form ALIS

The MIS Administrator is responsible for downloading their ALIS results from CEM. The files will be exchanged with Elizabeth College through their Examinations Officer for the subjects and students taught at each College.

This information is used in tracking interviews with Sixth Form students.

6. **Upper Five and Upper Six Examination Data Analysis**

The Data Analysis is created once all the A-level and GCSEs results are finalised, including any remarks, and the value added data is received from CEM.

The Examinations Officer and MIS Administrator downloads the correct reports from ALIS and YELLIS and exchanges these files with EC's Examination Officer. Using a reporting template, the data is transferred into each subject template and sent to the HoDs for them to analyse their results, review past development items and suggest development items for the coming year.

7. **Interim Reviews (Remove to Upper Five)**

7.1. Interim Reviews provide an intermediate overview of a student's performance assessed against the criteria below (7.2).

- There are two Interim Reports each year, sent to Parents using the Parent Portal. The first Interim is sent out in the first half of Michaelmas Term (October) to Lower Four to Upper Five. Remove receive their Interim in the second half of Michaelmas Term (November) to allow more time to settle in. The second Interim is sent out to Remove to Upper Four in the Lent Term (March).
- A SMART target will be set after the first Interim in a meeting between the student and their Form Tutor. Another meeting, after the second interim, will review progress against this target.

7.2. An Interim reports on four areas. **The awarding of subject specific expectations is agreed within each department for that group (year or set and not for each individual student). There should be a clear understanding as to what is required at each grade using written criteria that shows progress from one session to another**.

- **Knowledge and Skills**: Understanding of work covered in **that group**

   - **Exceeding** expectations– Has a very good understanding of work covered
   - **Meeting** expectations – Has a reasonable understanding of work covered
   - **Working towards** expectations – Has difficulties in understanding some parts of the work covered

- **Organisation:** Arrives to lessons correctly equipped

   - **Meeting** expectations – Brings the required equipment and hands work in on time (allow one slip but give a warning either verbally or, preferably, recorded in their homework diary)
   - **Working towards** expectations – Has difficulties in bringing equipment etc. to lessons or handing work in on time

- **Independent learning:** Includes quality of homework or their ability to work independently such as learning lines, vocabulary etc.

   - **Exceeding** expectations– All homework or/and quality of performance is very good

- **Meeting** expectations – Homework or/and performance is completed to the required standard
- **Working towards** expectations - Homework lacks understanding, or performance is poor
- **N/A** – if no homework is issued e.g. PSHCE, PE

- **Effort: In lessons**

  - **Exceeding** expectations
  - **Meeting** expectations
  - **Working towards** expectations

7.3. Completing Interims

Interims are completed to a given deadline in the College calendar. Teachers will need to complete their Interims by inputting into their Integris markbooks. All reporting for a subject is held in one markbook in Integris e.g., U4 Chemistry Year Reporting; Teaching Set xxxx A teacher accesses their interims through their subject markbook, click on the correct subfolder in the markbook e.g.Ch Interim 1 and then insert EE, ME, WT or NA next to each student's name.

The MIS Administrator will run the Interim report and load into the Parent Portal to the agreed dates.

7.4.   Monitoring Interims
- Form Tutors have a class markbook containing contextual information and assessment information from all subjects for their Form group. This is used for monitoring in general and specifically during one-to-one meetings.
- Year Coordinators have a year markbook containing contextual information and assessment information from all subjects for their Year group. They review across the Year group and intervene as required.
- Heads of Department have a subject markbook containing contextual information and assessment information from all teachers in their subject. They review within subject departments, intervene as required and use the information as part of their curriculum planning.

8.   Lower Five target setting with Chances Graphs

8.1. This report is generated by the MIS Administrator from the YELLIS data held in CEM in November. It includes their YELLIS prediction for each subject. The report is a mail merge word document which is printed out as a booklet for the students to keep. It includes
- two generic sheets about their target grade
- two bespoke sheets per student with their summary chances graph and target grades.

It allows the student to say if they are happy with the YELLIS suggested grade, what grade they would like to aim for and what they feel they need to achieve this.

At a parents' meeting in November, the parents and students are taken through how the Chances Graphs are worked out and how the subject predictions are created. The emphasis is on using the YELLIS information as a starting point for conversation.

Students discuss their graphs/booklet in a one-to-one with their Tutors on the following day.

8.2. The MIS Administrator will:

- download the Summary Chances graphs from CEM using the baseline feedback and then the Pupil Summary graphs. The Director of Studies gives the MIS Administrator the subject choices for each student.
- from the Baseline feedback, the data is mail merged into the YELLIS suggests column in the Target grade sheet for each subject.

9. Lower Five Mid Term Assessments

9.1. The Lower Five Mid Term Assessment results (MTA) are sent out to parents before February half term. The MTAs are based on normal assessments and can include homework tasks.

9.2. The teacher must put in their MTAs and comments in their subject markbook in Integris.

9.3. The MIS Administrator will set up the report in Integris, merge the data, check for completeness. The reports will be given to the Year Co-ordinator and Lower Five Tutors for checking. The MIS Administrator will then send it to parents on the Parent Portal.

9.4. The Integris report includes

- Mid-Term Assessment grade – this is *not* a predicted grade. It is an early guide to what the student may achieve at the end of a two-year course, based on their performance in a recent assessment(s) and assuming current progress is maintained. The teacher can use either one grade or a split grades e.g. 6/7.

- Comment - this is a personalised comment from the student's teacher to suggest ideas for further or continued improvement (up to 250 characters).

10. Upper Five Michaelmas Self-Review and Target Setting

10.1.   This report is generated using Integris data, which includes their subject target grade and their Michaelmas Interims. It allows the students to review their target grade and write down any challenges they are facing in the subjects.

10.2.   The students review these in a one-to-one with their Form Tutor to find out how they are feeling and explore what they feel they need to work on.

10.3.   The MIS Administrator will

- download the data from Integris as an excel spreadsheet

- find the word document and merge the fields into the report
- delete any subjects that the students do not take
- print out and pass onto the tutors.

11. External (I)GCSE/ A-level Entries

The Examinations Officer and MIS Administrator will enter all students for their external examinations. At the end of January, each student will be given a Confirmation of Entry and their personal examination timetable. It is the student's responsibility to advise the Examinations Officer if there are any errors such as missing middle names.

Clashes

If a GCSE student has a clash then the Examinations Officer will need to decide which examination is best to move and make a note on the student's examination timetable. The student will need to be notified of the clash arrangements and the JCQ regulations.

If an A-level student has a clash and both subjects are taught at The Ladies' College, then the Examinations Officer decides. However, if taught at Elizabeth College, then the Examinations Officers at both sites will need to confer and decide on the best action.

Supervision

The Examinations Officers at both Colleges will put in place the required arrangements to ensure that any students with clashes are kept under the correct centre supervision rules. The students are advised of the conditions so they can prepare.

12. Internal College examinations (Remove to Lower Five and Lower Six)

12.1. The following internal examinations take place during the year

- Second half of Michaelmas term – Lower Four and Upper Four examinations
- Lent Term – Lower Six MTAs
- Trinity Term – Remove to Lower Five examinations, Lower Six examinations

12.2. For Remove to Upper Four, the percentage scores or raw scores from their examinations are converted into standardised scores. These scores are sent home in a report to parents on the Parent Portal. A letter goes out to parents explaining how standardised scores work.

The scores for all subjects and year groups are standardised so as to provide a direct comparison both between the subjects and within a subject year on year. The same score in two different subjects or in two different examination sessions means that the student is performing equally well in both subjects/sessions relative to her peers. Standardised scores are also used by Examination Boards to ensure comparisons are fair between subjects and sessions.

The report also shows the student's historical average. A difference of plus or minus 5 or more marks from one average to another is significant and the reasons should be reviewed by students, parents and teachers.

Note this is currently in review for completion in the academic year 2021-22

12.3. The MIS Administrator creates four Excel reports - Progress Michaelmas and Trinity and Results Michaelmas and Trinity. The reports are copied from previous year but care needs to be taken that all student names are correct and that the excel tabs between students and the years work.

The subject tabs containing the percentage and the standardised scores are printed and given to HoDs for checking. These are then imported into Integris and will appear as a report on the Parent Portal in the Michaelmas Term or in their end of year report at the end of the Lent term.

A copy of the year group report is given to the Year Co-ordinator to assess and monitor their students.

13. End of year written reports (Remove to Upper Five)

13.1. Approach to writing reports

A written report includes information on the student's progress in every subject they study, from all their teachers. This includes their examination mark. These are posted onto the Parent Portal for parents to view.

In addition, there will be a comment from the Form Tutor and the Principal. This will be an overview of the student's academic progress, punctuality, and attendance, behaviour, contribution to the life of the College and any special achievements attained by her during the year. Comments should be constructive and have a positive effect on a student's attitude and motivation by suggesting how they may improve. The report is a professional communication which should be read and understood easily.

A student's report will highlight their strengths and provide targets for improvement. It should aim to encourage them to maintain or improve performance in the future.

The MIS Administrator will also provide copies of the students' reports and an Excel spreadsheet from the Integris year markbook to tutors and YCs. This will allow them to see how the students are performing against their targets set in the Michaelmas Term and which students need to be flagged for following up.

The Principal will have a final read through of all reports and add their comment.

The MIS Administrator will

- work alongside the designated proof-reader and copy all comments from teachers, tutors and the Principal into the correct markbooks
- run the correct report on Integris and upload the reports to the Parent Portal.

13.2. Completing written reports for teachers, tutors and the Principal (Remove to Upper Five)
All written subject reports in these year groups MUST be completed in a word document. The shells of the reports will be available in SharePoint for the teacher to complete.

Once the teacher has completed their subject or tutor report, the teacher will need to move it into the subfolder *2. Completed Reports for [designated proof-reader]* so that the designated proof-reader can check them.

For tutors, they will be given a printed copy of the reports with the subject comments. This is to help write their tutor comment and also to spot any spelling mistakes. Once the tutor has completed their tutor report, the tutor will need move it into the subfolder *2. Completed Reports for [designated proof-reader]*.

Once proofread, the files will be moved into a subfolder *Checked and ready for [Examinations Officer]* for the MIS Administrator to copy all comments into Integris.

The Principal and the Year Co-ordinator will be given a printed copy of all the reports. The Principal will write their comment in the shells or on the reports. The MIS Administrator will copy all comments and make any changes in Integris. Both will proofread the reports. The MIS Administrator will upload the final reports to Parent Portal.

Should the teacher wish to change the uploaded subject reports then they need to contact the MIS Administrator.

13.3. Report writing and formatting

The best approach in writing a clear report is to keep the sentences short, e.g. *Mary has made immense strides in German this term.*

At most, allow a sentence to have no more than one dependent clause, e.g. *Despite not always keeping to homework deadlines,* Mary has made immense strides in German this term.

Alternatively, join no more than two independent sentences together at a time, e.g.
Mary has made immense strides in German this term, *though she does not always keep to homework deadlines.*

A report should:

- include one or two positive achievements that give an accurate picture of current attainment
- include one area where the student could improve, if appropriate
- make reference to attitude, general effort, behaviour and organization
- contain information about homework
- NOT be used to advertise or attract girls to follow subjects in future
- follow the House Style rules.

In addition, the following information will be on the student's report to show ongoing progress:

- Agreed target grade and Lent Mid Term examination grade (Lower 5 and Upper 5)
- Michaelmas and Trinity Mark (for Lower 4 to Upper 4)
- Trinity Normalised Mark (Remove)
- Tutor comment
- Principal comment.

Sixth Form Reporting

All reporting for the Sixth Form is in iSAMS, managed by Elizabeth College and the Deputy Principal (Enrichment). Any staff teaching Sixth Form will need access and should see the Deputy Principal (Enrichment).

14. **Lower Sixth Mid Term Assessments (MTA)**

Lower Sixth students sit their mid term assessments (MTA) in the first half of Lent Term in lessons. The results of their assessments are reported back to students and parents. The report is generated on iSAMS and the MIS Administrator will upload these into Integris for them to appear under the student's Parent Portal.

- The MTAs are Include the MTA assessment as a % and the grade
- entered in Online Assessments, not through Reports Wizard
- There is only one entry per subject, so where the student has sat more than one paper, you will need to insert a **combined percentage and grade**
- It is only possible for one teacher per subject to enter the results. If the assigned teacher needs to be changed then please let the Deputy Principal (Enrichment) know.
- Please check the College calendar for deadlines.

15. **Sixth Form Tracking interviews**

These interviews are with the Head of Sixth Form and students in Lower Six and Upper Six in November and March. The Head of Sixth Form takes each student through their progress review to see how they are progressing and allows students to express concerns.

16. **Sixth Form Progress Reviews**

These are completed twice a year for Lower Sixth and once for Upper Sixth. They are completed in iSAMS. For each Progress Review, the Deputy Principal (Enrichment) will send an email alerting staff when the system is ready to receive information plus any changes to this information.

Once completed, a final copy of the student's progress review will be uploaded to the Parent Portal for parents to view.

16.1. Lower Sixth Michaelmas (October) Progress Reviews

This report is sent out before October half term. Teaching and tutor staff will need to go into iSAMS and add the following:

- Is the student keeping to deadlines (Yes/No)
- Engagement (1. Very good; 2 Satisfactory; 3. Less than satisfactory)
- Attendance concern (Yes/No)
- Tutor comment

16.2. Lower Sixth Michaelmas (December) Progress Reviews

Lower Sixth progress reviews are entered in iSAMS. Current Performance Grades are included in these reviews. They can vary across teachers within the same department and split grades may be selected. When entering these grades, they should reflect the grade that the teacher thinks the student may eventually gain if they continue their current rate of progress. It is not the grade that the teacher thinks the student would achieve were they to sit the examination tomorrow.

Teaching staff will need to add the following:

- Is the student keeping to deadlines (Yes/No)
- Engagement (1. Very good; 2 Satisfactory; 3. Less than satisfactory)
- Attendance concern (Yes/No)
- Current performance (see above)
- Teacher comment (brief and target-based)
- Head of Year comment (brief and target-based)

16.3. Upper Sixth Michaelmas (October) Progress Reviews

This report is sent out before October half term. Teaching and tutor staff will need to go into iSAMS and add the following

- Is the student keeping to deadlines (Yes/No)
- Engagement (1. Very good; 2 Satisfactory; 3. Less than satisfactory)
- Attendance concern (Yes/No)
- UCAS Grade
- Current Performance
- Teacher comment
- Tutor comment (brief and target-based)

17. Upper Sixth Mock Examinations

The Upper Sixth take their mock examinations in the first half of Lent Term. The mock examinations results are reported back to parents and students in the second half of Lent Term. The report includes

- Examination result as a %
- Exam grade

- UCAS Grade

18.   <u>End of Year Written Reports</u>

Students in the Sixth Form receive an end of year report. This is issued at the end of the Lent term for Upper Sixth and the end of the Trinity Term for Lower Sixth. (Please refer to the College calendar for deadlines for proofreading and entering into iSAMS.) The Deputy Principal will proof read the reports when they have been completed.

Teachers will need to input the following into the Lower Sixth end of year reports:

- Teacher comment (see general guidelines for report-writing). The maximum length is 600 characters (not words) – you cannot enter more.
- Head of Sixth Form comment
- Principal comment

Teachers will need to input the following into the Upper Sixth end of year reports:

- Teacher comments (see general guidelines for report-writing). The maximum length is 600 characters (not words) – you cannot enter more.
- Attendance concern (Y/N)
- Mock examination % (this is prepopulated)
- Mock grade (this is prepopulated)
- UCAS Grade (this is prepopulated)
- Head of Sixth Form comment
- Principal comment

19. Monitoring and Evaluation

Several different systems are employed to monitor the effectiveness of assessment, recording and reporting.

- Form tutors monitor their students' homework diaries.
- Year Co-ordinators monitor that form tutors are doing this regularly.
- HoDs are responsible for devising, implementing and monitoring their departmental assessment policy within the framework of the College's overall policy.
- Subject staff report concerns about students to form tutors. The Form Tutors will form an overall picture of individual pupils using this information, examination normalised scores, MidYIS, YELLIS and ALIS data as appropriate and liaise with the Year Co-ordinator, Director of Studies or Principal as necessary.
- Academic concerns can be logged onto CPOMS using the "Academic Concerns" tag

20. Recording assessments

One single, prescriptive system for recording will not be imposed on all departments.

Each member of staff must keep a record of the progress for each student that they teach.

Each department must maintain a record of the student progress from year to year.

Internal College examination marks and end of year comments must be entered in the Integris markbooks, accurately and on deadline in order that normalisation can be undertaken. It is the responsibility of the HoD to ensure this is done. The MIS Administrator will follow up to ensure deadlines are met.

21. Moderation and Consistency

HoDs are responsible for ensuring that:

- assessments are consistent from teacher to teacher and that there is fairness for students both within a teaching group and between teaching groups

- coursework is moderated to meet the requirements of the (I)GCSE and A-level examination board specifications

- coursework marks/grades are inputted for the correct Boards to meet their deadlines

- Once inputted the Boards will send an email requesting which samples of moderated work are required to be sent off. Generally if the group entered for examinations is below about 15, then all the coursework will be sent off

- liaise with the Examinations Officer to advise when the moderated coursework is dispatched and ensure all coursework is kept secure until after the end of the final appeals date.

22.   GCSE and A-level mock examinations

22.1. GCSE mock examinations

The GCSE mock examinations are taken by Upper Five in the first half of Lent term, typically the ten days before February half term.

Teachers insert the mock result and the mock grade into their Integris markbook. The Examinations Officer and MIS Administrator runs a report from the Year markbook for the U5 Year Coordinator to see how the students are progressing and if any support needs to be given to students.

The mock examination results are initially provided in a report to parents and students, once they have been reviewed in class, to enable discussions to take place. They will also appear on the reports which are issued to parents at the end of the Lent term.

22.2. A-level mock examinations

The mock examination results are given back to the students in the Trinity term in a Mock Examinations Report from iSAMS. It includes the Examination Result as a %, Examination Grade and UCAS grade. This is uploaded to the students' Parent Portal for parents to view and will also appear in their end of year report which is issued to parents at the end of the Trinity term.

22.3. Preparation for mock examinations

The Examinations Officer and MIS Administrator transfers the two mock examination timetables to create an invigilator timetable. The timetable will include the number of invigilators required, rooms to use, clashes, supervision required, number of laptops and any special requirements for both the Hall and the Extra Time Room. This is shared with the Operations Assistant who closes rooms and assigns invigilators, with advice from the Examinations Officer.

All examination papers are required to be in the staff room no later than a day before the examinations, in the correctly marked boxes for the Hall and the EAA Room. Lists of students names should be with the papers along with any specific instructions.

22.4. Post mock one-to-one's with the Principal and Upper Five students

The Principal will hold one-to-one interviews with each Upper Five student to take them through their mock results and A-level choices. This takes place at the end of the Lent term. The Examinations Officer and MIS Administrator run the reports from Integris and gives paper copies to the Principal.

23. External Examinations

23.1. Entering GCSE and A-level examinations to the Examination Boards (Upper Five and Upper Six)

It is the responsibility of the Examinations Officer and MIS Administrator to enter students for their examinations. There are usually two examination series:

- January series – IGCSE Mathematics Foundation
- June series – all (I)GCSEs and A-levels

The Examinations Officer and MIS Administrator carries out the following:

- beginning of October (January series) and beginning of December (June series), all students are entered onto Integris for their examinations .
- beginning of November and January, the Examination Entries by Option Report is run. This is printed out and given to the HoDs to check and sign to say the correct students are entered for their subject.
- some Mathematics students may move from Foundation to Higher depending on their January results or may not take the examination in June if they have attained

an acceptable grade. The entries will need to be changed and amendment files will be sent to the Boards.

- discussions with Science to see if any students may move from single sciences to Double Award. This may also change up to the examinations cut off.
- All examination entries need to be sent to the Boards by 21 February (see key dates) so as not to incur any fees (This may fall in Half Term). It is possible to withdraw students free of charge up until the deadline for higher fees, normally mid-April.
- To send the entries to the Boards, an EDI Submissions file from Integris needs to be downloaded. It is then uploaded using A2C software.
- To check that the entries have been made, it is possible to log onto the Boards and download their statement of entries.

23.2 Release of GCSE and A-level Examinations Results

The release of examination results is strictly controlled by JCQ and a notice in respect of this is published annually and be must be obeyed along with all "General Regulations" as published https://www.jcq.org.uk/exams-office/

Examination results day is normally a Thursday in

- Second week of August for A-levels
- Third week of August for GCSEs

Examinations are released under restricted release to the Examinations Officer and the Head of Centre on the Wednesday before each results day. This allows the Examinations Officer to download the results and prepare the results confirmation.

The Registrar will provide the Examinations Officer with the labelled envelopes for each student. For GCSEs, the envelope will contain the results and if applicable a Welcome to the Sixth Form letter. For A-levels it will only contain the results and a post results remark form.

The post results remark form and letter allow a student to request the College for a remark. The remark can only be requested at the College in which the student has sat the examination. Copies of these are in the envelope, at reception and on the "Examinations" webpage.

23.3 GCSE and A-level Examination Remarks

For A-levels, the examination remark form and letter are a jointly written between the Examinations Officers at Elizabeth College and The Ladies' College. It is only included in the A-level results envelope as the student's place at University or at work may be dependent on their A-level grades.

The (I)GCSE remarks have a later deadline date as the Boards prioritise A-level remarks. The College advises students to reflect over the holidays about remarks so that when they

return to College at the start of term, they can discuss their decision with their subject teacher and/or the Director of Studies.

Students requiring advice should discuss with the Director of Studies and subject teacher in the first instance. Forms should be returned to the Examinations Officer, with the appropriate amount to cover the requested service, and will then be processed through the Examination Board websites.

The result is emailed to the Examinations Officer and is downloaded and emailed to the student and the HoD. If the result increases, then the student does not pay for the remark however if there is no change, or it goes down, then the cheque is returned/destroyed or the amount is refunded (online payments). Any change in grades needs to be amended on CEM, sent to EC if required and on internal statistical information including those sent to the States of Guernsey.

The charges are reviewed and agreed with Elizabeth College each year.