



GCSE | E.A.L

Al-Sadiq and Al-Zahra Schools

LAST UPDATED 2010
[CLICK HERE TO GO BACK TO HOME](#)

➤ GCSE

Remark for GCSE Examination papers

Any papers which a student wishes to remark must fill in a JCQ form " Enquiries about Results-JCQ/EAR " by 20th September with fee payment enclosed.

If the grade subsequently goes up the remark fee will be refunded. The actual marks attained must be viewed with either the form tutor or the subject teacher.

Acknowledged application are returned to the school within seven working days.

Internal Appeals Policy For Internal Assessment Decisions

Al-Sadiq and Al-Zahra School is committed to ensuring that whenever its staff assess students' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments should be conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. Students' work should be produced and authenticated according the requirements of the examinations board. Where a set of work is divided between staff, consistency should be assured by internal moderation and standardization.

If a student feels that this may not have happened in relation to his/her work, she/he may make use of this appeals procedure. Note that appeals may only be made against the process that led to the assessment and not against the mark or grade.

The existence of this procedure is made known to students through Year Notice Boards.

This procedure is available from the Examination Officer and is posted on the student notice board.

- Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last externally assessed paper in the examinations series. (So the appeal must be made before a date in mid-June for the summer series as presently timetabled).
- Appeals should be made in writing to the Examinations Officer, who will investigate the appeal. If the Examinations Officer was directly involved in the assessment in question, the Head will appoint another member of staff of similar or greater seniority to conduct the investigation. Likewise if the Examinations Officer is not able to conduct the investigation for some other reason.
- The Examinations Officer or other member of staff will decide whether the process used for the internal assessment conformed to the requirements of the awarding body and the examinations code of practice of the QCA. This will be done before the end of the series. (Currently the end of June for the summer series).
- You will be informed in writing of the outcome of the appeal, including any

correspondence with the board, any changes made to the assessment of your work, and any changes made to improve matters in future.

- The outcome of the appeal will be made known to the Head, and will be logged as a complaint under the complaints procedure. A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally it is moderated by the awarding body (examinations board) to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of Al-Sadiq and Al-Zahra School and is not covered by this procedure. If you have concerns about it, please ask the Examinations Officer for a copy of the appeals procedure of the relevant examinations board.

RESULTS

Results day is during the summer holidays, towards the end of August. You will be notified of the exact date. Results can be collected from school on the day, or Al-Sadiq and Al-Zahra School will post them to you if you leave a large stamped addressed envelope with the office (you will be told about this separately). Teachers will be in school on results day to help you with any queries that may arise.

SPECIAL CONSIDERATION

Special consideration can only be applied for if something has seriously affected your performance on the day of an exam. Examples of acceptable reasons for application are bereavement (if a close relative or friend has passed away close to the exam), injury or

illness (you would usually need a doctor's note). If after an exam you think you have a good reason for applying for Special Consideration you need to see or telephone Mrs Mawji as soon as possible within four days of the exam.

NO LATE APPLICATIONS WILL BE ACCEPTED.

TIMES

Unless otherwise stated on your timetable, all exams at Al-Sadiq and Al-Zahra School start at 08:45am for morning papers and 1:30pm for afternoon papers. You should aim to be at school no later than 10 minutes before the start of an exam. If for any reason you are going to be late and will miss the start of the exam, you **MUST** telephone school. You will then be told how long you have left before you will be refused entry.

WARNING

All the exam boards have very strict rules and regulations. They make it clear that:

Their official exam sessions must be run under strictly fair conditions, with no form of deception.

This rule severely excludes any form of communication between candidates during an exam, as well as any other practice that could conceivably be seen as an attempt to deceive.

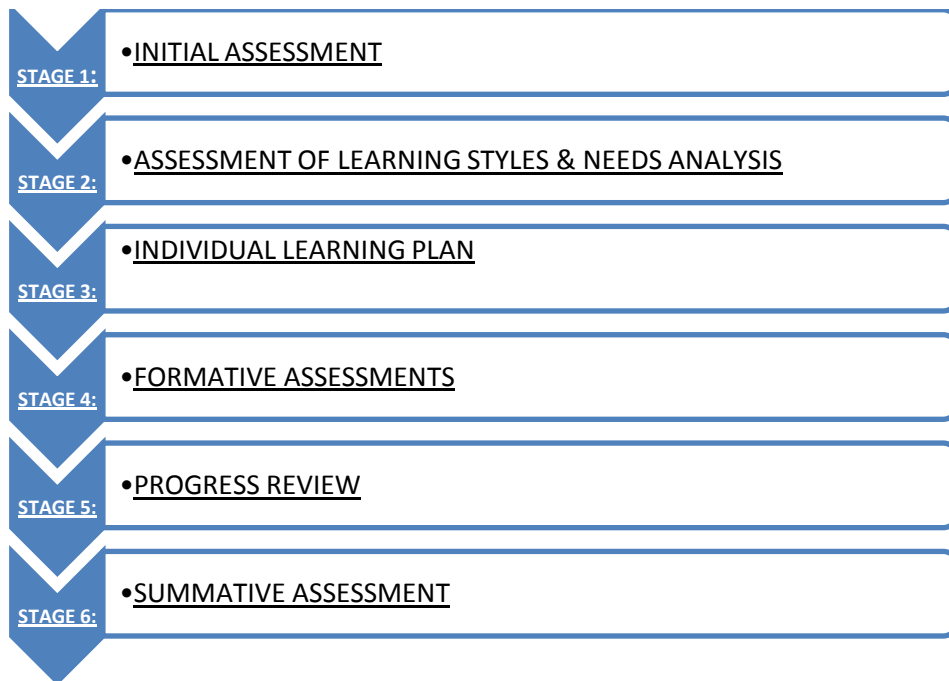
Anyone attempting unfair practices can expect cancellation of exam entries and the charges that this will incur, as well as possible exclusion from GCSE/AS and A2 level exams for a period of up to 5 years.

Your invigilators **HAVE** to stick to the rules; they **HAVE** to report to the Exams Officer **ANYTHING** that they feel could be suspicious.

➤ **EAL**

At Al Sadiq and Al Zahra, a majority of students do not have English as their native language. However, as most of the students have lived in the UK since birth, they are well integrated into the English culture and are well versed in English. Their ability to communicate in English is at par with a native speaker. Their receptive (reading and listening) and productive skills (writing and speaking) are constantly monitored and developed by the tutors.

Currently, there are nine students who have been identified with EAL needs. There are varied reasons for students' less developed English language skills, recent migration to the UK being the first. To cater to their needs, the school has strategically planned a programme (please refer to the flowchart) details of which are given below.



STAGE 1: INITIAL ASSESSMENT

All students are required to sit the entrance test in order to get admission at Al Sadiq & Al Zahra Schools. The purpose of this assessment is to gauge the level of the learners' current skills and competencies. The levels are divided as follows:

- EMERGING (where the student displays minimal language skills)
- CONSOLIDATING (where the student has fairly good language skills)
- ESTABLISHED (where the student confidently displays language skills)

STAGE 2: ASSESSMENT OF LEARNING STYLES & NEEDS ANALYSIS

The literacy tutor conducts simple tests to assess the students' learning style (audio, visual, kinaesthetic). A needs analysis is done (parents' help sought for KS 1 students) to know more about the students' background and other educational and emotional needs. The assessment of learning style and needs analysis help to inform the Individual Learning Plan.

STAGE 3: INDIVIDUAL LEARNING PLAN

Once the learning preference is established the literacy tutor and EAL tutor liaise with each other to prepare a customised individual learning plan. Each term has a separate ILP. Each ILP has the students' current levels of language skills, profile/background, specific learning requirements, targets and action. The ILP has mutually agreed, recognised SMART short term targets, relevant to the students' needs and agreed for a set time scale. All targets are in accordance with the standards set by the National Literacy Curriculum for each key stage. The standards are explicitly mentioned in the document 'Assessment of English: Levels for Key Stages 1 and 2.

STRATEGIES DEPLOYED TO ACHIEVE TARGETS

Special help is given to the students during and after literacy sessions. Both the literacy tutor and the EAL tutor work together to raise the students' level. The focus is on structure/grammar, lexis, pronunciation, stress and intonation. In order to achieve targets the following strategies are deployed:

1. Provide opportunities to the student to read and write independently by giving one-to-one help.
2. Reading strategies like use of timer to record pace, guided and shared reading, model reading, matching, sorting, identifying sight vocabulary etc are deployed. Differentiated worksheets are pre-prepared to give the student a sense of 'belonging to the class'. Additional worksheets are given as home work.
3. Writing strategies like brainstorming, oral rehearsal of ideas before writing, providing writing templates etc are deployed. Handwriting worksheets ensure better letter formation and eye-hand co-ordination.
4. Listening and speaking strategies like discussion, use of audio/video activities, role-play, listening for gist, specific information etc. are deployed.

STAGE 4: FORMATIVE ASSESSMENTS

To monitor and record students' progress and to provide a chance to demonstrate their understanding/ skills, the divergent formative assessment or 'assessment for learning' is administered at intervals. These assessments are done during the literacy sessions without taxing the student. The tutor marks the work and student is expected to do the corrections; these include re-writing/ re-doing the model language. This is often given as home work

STAGE 5: PROGRESS REVIEW

Feedback and progress review are integral parts of the EAL programme. A constructive, clear, specific, supportive and timely feedback helps students identify their strengths and areas of concern. Feedback is both oral and written. For KS1 students, help is sought from parents as well. The student's current level is recorded and compared with the past level. Motivational strategies like praise, encouragement, stars, team points etc. are deployed to increase and maintain the students' level of motivation to learn English.

STAGE 6: SUMMATIVE ASSESSMENT

At the end of the term, the student is given a summative assessment. This assessment is differentiated and not the same as the regular assessment. Nevertheless, it is based on standards required by the National Literacy Curriculum. This assessment informs and provides scope for further action. Further action could mean continuation of EAL support or reduced EAL support during sessions

[BACK TO HOME](#)