

Exam Preparation Policy

Reviewed: NEW

Adopted by Governors: 30th January 2025
CYP committee

Next review due: Autumn 2026

Kings Mill School & Residence



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Statement of intent

Kings Mill School aims to provide pupils with the best learning conditions that it possibly can. The school also endeavours to ensure that every pupil will reach their potential by being supported in lessons, and that pupils are given every opportunity to succeed.

The school recognises that during exam periods pupils may require additional support and assistance, both academically and emotionally. The school will ensure that revision and preparation techniques are well thought-out and effective. Exams can be particularly stressful for pupils, and teachers at the school will work to the best of their ability to ensure that pupils are prepared, confident and ready for their exams.

Through the methods outlined in this policy, and by adopting a thorough approach to exam preparation, the school aims to reduce the amount of additional support that pupils require through outside one-to-one tuition, by ensuring that all pupils are fully prepared for their exams and understand the content of the curriculum.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Mental Capacity Act 2005
- Equality Act 2010
- Education Act 2002
- Health and Social Care Act 2012

This policy operates in conjunction with the following school policies:

- Secondary Assessment and Examination Policy
- SEND Policy and Information Report
- Behaviour Policy
- Marking and Feedback Policy
- SEMH Policy
- Child Protection and Safeguarding Policy
- Records Management & Data Quality Policy
- Equality Policy 2023 – 2026 Including Accessibility plan

2. Roles and responsibilities

The headteacher is responsible for:

- Ensuring that teachers understand the need for pupils to be appropriately prepared for exams.
- Ensuring that teachers understand how to effectively prepare pupils for exams.
- Making teachers aware of the school's SEMH Policy.
- Ensuring teachers know how to support pupils with SEMH difficulties caused by stress.
- Ensuring that teachers are meeting the school's expectations with regard to preparing pupils for exams.
- The overall implementation of this policy throughout the school.
- Monitoring the effectiveness of this policy.
- Communicating this policy to parents and staff.
- Handling any queries that parents may have with regard to this policy.

Teaching staff are responsible for:

- Preparing pupils so that they feel they have reached their maximum potential prior to sitting their exams.
- Effectively supporting pupils through exam periods to avoid unnecessary stress and pressure.
- Communicating pupils' progress to their parents at parents' evenings.
- Sending termly reports on pupils' progress to parents.
- Giving pupils feedback throughout the academic year, so that pupils are able to monitor their own progress.

- Giving additional feedback and advice as exams near, so that pupils are able to focus their revision.

The DSL is responsible for:

- Liaising with parents, teachers, the school nurse and the home-school liaison officer where necessary.
- Taking any reported safeguarding concerns seriously and following the procedures outlined in the Child Protection and Safeguarding Policy where necessary.

The school nurse is responsible for:

- Providing teachers, pupils and parents with information on how to manage stress during exam season.
- Providing advice and support to pupils struggling to deal with exam stress or SEMH problems.
- Liaising with parents, teachers, the DSL and the home-school liaison officer where necessary.
- Reporting any safeguarding concerns to the DSL immediately.

Parents are responsible for:

- Setting realistic and achievable targets for their children.
Attending meetings that the school has organised to discuss pupil progress.

Pupils are responsible for:

- Always committing themselves to their work, and ensuring they are trying their best.
- Taking pride in the work that they produce.
- Implementing the advice that teachers give them in regard to exam preparation.
- Seeking support to speak with a member of staff if they are struggling with stress or SEMH issues.

3. Preparing for exams at school

Teaching staff will encourage pupils to think critically and ask questions about their learning materials.

Teaching staff will ensure that exam preparation techniques and methods take into account a variety of learning styles, and that individual pupils are supported to find methods of revision and memorising that work for their specific needs and learning style.

Teaching staff will encourage pupils to evaluate their peers' work, and share their methods and viewpoints with their fellow pupils.

Teaching staff will spend time in lessons going through previous exam papers with pupils and communicating techniques which will help during exams, such as re-reading questions and underlining important words.

4. Preparing for exams at home

Parents will be provided with guidance from the school throughout the year, which includes the importance of:

- **Attending one-to-one meetings** – annual review meetings with teachers will include discussions about the progress of pupils and their expectations of exam outcomes. Teachers and parents will be able to discuss any necessary support that may be required to ensure that pupils achieve to the best of their ability.
- **A healthy lifestyle** – eating well, drinking plenty of water and spending time outdoors will all help with productivity and minimising stressful environments.
- **Discussing lessons and topics** – asking pupils to explain a topic or what they did in lessons that day will help pupils to recall knowledge, which will improve memory and retention.
- **Creating a calm environment** – the weeks leading up to exams may be stressful for pupils, so it is important that the atmosphere at home is not high-pressure.

5. Dealing with stress

The school will ensure that pupils and their parents are provided with the appropriate guidance to support them throughout the exam season. This guidance will outline why it is important to control and ease stress, as well as offer relaxation techniques.

Teachers will be encouraged to set achievable targets in order to motivate pupils, and create less stress and pressure.

Teachers will communicate and encourage the use of relaxation techniques which help with easing anxiety, such as deep breathing and counting. Teachers will also encourage pupils to discuss their anxieties with a trusted adult or the school nurse.

Teachers will monitor the behaviour of pupils, taking note of any concerns they have for pupils who may be suffering from stress. Teachers will communicate these concerns to the relevant parties, e.g. the school nurse and the pupil's parents. Teachers will report any safeguarding concerns that arise to the DSL immediately.

Teachers will be aware of the school's SEMH Policy, and act in accordance with this at all times.

Parents will be encouraged to discuss concerns of stress with their children and communicate any concerns to the pupil's teacher.

6. Supporting pupils with SEND

All pupils at the school have an Education and Health Care plan that clearly outlines the provision and support that they require to access their education.

Teachers will provide pupils with the necessary support to ensure that they achieve to the best of their ability.

A termly individual education plan (IEP) is provided to parents to show a pupil's progress towards targets. Interim meetings are offered when required and a review of the EHC plan is held annually.

Reasonable adjustments will be made to revision scheduling and planning. Teachers will make reasonable adjustments to revision techniques, such as incorporating more visual methods e.g. timelines. Teachers will be aware of the SEND Policy and Information Report and act in accordance with this at all times.

7. Marking and feedback

Marking of pupils' work will follow the Marking and Feedback Policy. Marking and feedback will directly relate to subject specific assessment criteria and individual learning targets. The primary aims of marking are to ensure that each pupil can progress and teachers are aware of knowledge gaps, so that they can adjust lesson planning and revision schedules accordingly.

Dedicated time will be allotted during lessons for pupils to review and respond to feedback and make improvements/corrections to work.

Feedback can take a variety of forms, depending on the age of the pupil, the activity undertaken and the teacher's judgement. The school will allow pupils to have full ownership of their work and to be able to review their progress and will be supported to identify their own 'next steps', with guidance from the class teacher.

Peer marking will be encouraged whenever possible, as it exposes pupils to other work, ideas and methods, which can be beneficial to their exam preparation.

When marking work, teachers identify patterns of spelling and grammar mistakes. Pupils are given opportunities to make corrections to their work.

The quality of pupils' work is rewarded and sanctioned in line with the Behaviour Policy. Achievements are rewarded in the following ways:

- Appropriate physical contact,
- Social praise e.g. verbal, facial,
- Positive attention,
- Motivating activities e.g. music, specific toy, game, use of computer,
- Visual representation – e.g. stickers, certificate, awards,
- Passports, records of achievement and Star of the Week assembly,
- End of term awards and a yearly selection of awards,

8. Records and record keeping

Teachers use records to review pupils' progress, set appropriate targets for the future and form the basis of reports to parents. Records are kept in line with the Records Management & Data Quality Policy.

Summative and formative assessment records, such as examination results, are kept electronically and held for as long as required after the year of the examination.

9. Equal opportunities

In line with the school's Pupil Equality, Equity, Diversity and Inclusion Policy, all pupils will have equal access to teachers' support and guidance.

Pupils' protected characteristics and/or educational ability will not impede pupils from receiving the necessary support and guidance to prepare them for exams.

In cases of EAL, an LSA will be allocated to the pupil to provide extra help where needed. Additionally, outside support can be offered to the pupil.

Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

10. Monitoring and review

This policy will be reviewed every two years by the headteacher.

Any changes made to this policy will be communicated to all members of staff and parents.

The scheduled review date for this policy is Autumn 2026.