Examination Policy

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DAVENTRY HILL SCHOOL

INSPIRE♦EMPOWER♦ACHIEVE

OUR MISSION

To create **happy**, **successful** people.

OUR VISION

To **inspire** and **empower** our young people to **achieve** success.

Part of CREATING TOMORROW

AT DHS WE VALUE



We celebrate what everyone can do.

We look forward to the possibilities that lay ahead.



We nurture curiosity, to know more and understand more.

We encourage exploration of the world around us.



We support everyone to have courage to keep moving forward and learn from their experiences.

We nurture a strong sense of self.



We nurture everyone's sense of belonging.

We support everyone to communicate and work with others.



We nurture the understanding of others.

We treat all with kindness.

Wellbeing in our Trust

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
    - Health Assure (confidential counselling support available through Perkbox account).
    - Education Support: telephone number 08000 562561 or website www.educationsupport.org.uk

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1. Introduction and aims

Our school is committed to ensuring that exams are managed and administered effectively.

The aim of this policy is to ensure:

- The planning and management of exams is conducted in the best interest of candidates
- Our system of exams administration is efficient and clear, and staff and pupils understand what is required and expected of them
- We comply with requirements and guidance set out by the Joint Council for Qualifications (JCQ) and awarding bodies

2. Roles and responsibilities

2.1 Everyone

Everyone involved in our exam processes, including staff and pupils, must read, understand and implement this policy.

2.2 Head of centre(HoC)

The head of centre:

- Has overall responsibility for the school as an exams centre
- Will be familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications
- Is responsible for ensuring that all suspected or actual incidents of malpractice are reported, in line with the JCQ guidance on suspected malpractice in examinations and assessments

The head of centre will ensure:

- the National Centre Number Register (NCNR) annual update (administered on behalf of the JCQ member awarding bodies by OCR) is responded to
- the exams officer (EO) attends appropriate training events offered by awarding bodies, MIS providers and other external providers to enable the exam process to be effectively managed and administered

- centre staff are supported and appropriately trained to undertake key tasks within the exams process
- ensure teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and Assistant Headteacher of Secondary.
- ensure teaching staff keep themselves updated with awarding body teaching-specific information to confirm effective delivery of qualifications
- ensure teaching staff attend relevant awarding body training and update events
- security within the examination process is managed according to JCQ and awarding body regulations, guidance and instructions
- risks to the exam process are assessed and appropriate risk management processes are undertaken, and a written exam contingency plan is in place
- the required internal appeals procedures are in place and are accessible to all candidates (and parents/carers)

2.3 Exams officer (EO)

The exams officer is responsible for the administration of exams. They:

- will be familiar with the contents of annually updated JCQ publications
- Manage the administration of internal and/or external exams
- Advise the senior leadership team (SLT), subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by awarding bodies
- Oversee the production and distribution of an annual calendar for all exams in which candidates will be involved and communicate regularly with staff about imminent deadlines and events. This calendar must be provided to all staff and candidates
- Ensure that candidates and their parents are informed of, and understand, aspects of the exams timetable that will affect them
- Check with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines
- Provide and confirm detailed data on estimated entries
- Maintain systems and processes to support the timely entry of candidates for their exams
- Receive, check and securely store all exam papers and completed scripts, and ensure that scripts are dispatched as per the guidelines
- Administer access arrangements and make applications for special consideration following the regulations in the JCQ guidance on the special consideration process
- Identify and manage exam timetable clashes

- Account for income and expenditures relating to all exam costs/charges
- Line manages the senior exams invigilator in organising the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams
- Ensure candidates' coursework/controlled assessment marks are submitted correctly and on schedule, along with any other material required by the awarding bodies
- Track, dispatch and store returned coursework/controlled assessments
- Arrange for dissemination of exam results and certificates to candidates, and forward, in consultation with the SLT, any post-results service requests
- Report all suspected or actual incidents of malpractice, in line with the JCQ guidance on suspected malpractice in examinations and assessments
- Advise on appeals and re-marks

2.4 Phase Leaders

Phase Leaders are responsible for:

- Advising the exams officer of any changes to syllabus or assessment details for their subjects
- Advising the exams officer of entries for their subjects
- Guidance and pastoral care for candidates who are unsure about exams entries or amendments to entries
- Accurately completing entry and mark sheets, and adhering to deadlines as set by the exams officer
- Accurately completing coursework/controlled assessment mark sheets and declaration sheets
- Decisions on post-results procedures

2.5 Teachers

Teachers are responsible for:

- Supplying information about entries, coursework and controlled assessments as required by the head of phase and/or the exams officer
- Identifying and testing candidates' requirements for access arrangements and notifying the exams officer in good time so that they can put exam day arrangements in place
- Processing any necessary applications to gain approval (if required)
- Working with the exams officer to provide the access arrangements required by candidates in exam rooms

2.6 Lead invigilator(s)

The lead invigilator(s) are responsible for:

- Assisting the exams officer to run exams efficiently, according to JCQ regulations
- Collecting exam papers and other material from the exams office before the start of the exam
- Collecting all exam papers in the correct order at the end of the exam and ensuring they're returned to the exams office

2.7 Candidates

Candidates are responsible for:

- Confirming and signing entries
- Understanding coursework/controlled assessment regulations, and signing a declaration that confirms the coursework to be their own
- Ensuring they conduct themselves in all exams according to the JCQ regulations

2.8 Reception and Site Staff

Reception staff will support the EO in always dealing with exam-related deliveries and dispatches with due regard to security and follow internal procedures

Site staff will support the EO in relevant matters relating to exam rooms and resources.

3. Qualifications

The Head teacher, alongside other members of the senior leadership team decide the qualifications we offer.

We offer the following types of awards and accreditations:

- Functional Skills in English, Maths and ICT
- Duke of Edinburgh
- Princes Trust
- OCR Life & Living Skills
- Level 2 Food and Hygiene

Decisions on whether a candidate should be entered for a particular subject will be taken by the Phase Leaders alongside the Assistant Head teachers for Secondary and Post 16, in consultation with the class teachers.

3.1 Exam series

Functional Skills exams are completed on-demand when students are ready for them, this can be at any point in the year, in line with the exam boards schedule.

Ordinarily students will be registered for Duke of Edinburgh in year 9; sit the examinations for functional skills within year 11, they will complete Food Hygiene in year 10;

The Assistant Head teachers for Secondary and Post 16 (Exams officer) will decide when exams are sat in consultation with the phase leaders and class teachers.

4. Entries

The term 'entries' is used to describe entry/registration for internally and externally assessed components, and certification of qualifications against which a result will be reported.

The EO will request estimated entries from teachers at the beginning of the academic year. This will be based on a teacher assessment of the student's predicted attainment.

The teacher is to inform the EO if this changes during study.

The EO will register students for appropriate qualifications, ensuring awarding bodies deadlines for submission are met.

We do not accept entries from private candidates.

We do not act as an exams centre for other organisations.

4.1 Entry fees

Entry fees are paid for by the school for the qualifications that are offered by the school within the curriculum.

If students choose not to attend their examinations, then fee reimbursements may be sought from candidates.

4.2 Late entries

The HoC will ensure teaching staff minimise the risk of late entries by following procedures identified by the EO in relation to making final entries and meeting internal deadlines.

4.3 Re-sits

We allow re-sits for the following types of qualifications:

- Functional skills

Re-sit decisions will be made by senior leaders in consultation with phase leaders

5. Pre-exams

5.1 Access Arrangements

All our candidates have an Education and Health Care Plan (EHCP) which outlines their level of need. The exams officer will work with the phase leader and class teachers to decide on the special arrangements each individual candidate needs in line with the exam board policy.

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of the class teacher

Room arrangements for candidates using access arrangements will be organised by Assistant Head teacher for secondary in consultation with the Assistant Head of Post 16 (Exams Officer).

Invigilation and support for candidates using access arrangements, as defined in the JCQ access arrangements regulations, will be organised by Assistant Head teacher for Post 16 (exams officer)

5.2 Exam timetables

Once confirmed, the exams officer will circulate the times of exams to staff, students and parents.

5.3 Security of Exam materials

The EO will:

- Have a process in place to record confidential materials delivered to the centre and issued to authorised staff
- Have a process in place to download and print confidential materials from the awarding body's secure site.
- Have in place a recording system to track confidential materials taken from or returned to secure storage throughout the time the material is confidential
- Receive, check and securely store question papers and other exam materials according to JCQ and awarding body regulations

Reception staff will notify the EO when confidential material arrives onsite so it can be signed in and securely stored.

Teaching staff will follow the recording system to track confidential materials taken from or returned to secure storage throughout the time the material is confidential.

5.4 Invigilators

External staff will not be used to invigilate examinations.

All staff who are asked to invigilate an examination will receive appropriate guidance.

6. Examinations

6.1 The Exam room

The EO will:

- Book all exam rooms (after liaising with other relevant users)
- Will ensure the exam room follows the JCQ guidance.

The invigilators will:

- start and finish all exams in accordance with JCQ guidelines.
- Ensure the start and finish time are clearly indicated to the candidates
- Ensure there is no food in the exam room, unless the candidate has a medical condition that requires this. Water can be brought in as long as it is in a clear bottle with no labels.
- Ensure the exam room follows JCQ guidance
- Ensure there is an attendance register completed

Subject staff may be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the exams officer.

Candidates who leave an exam room must be always accompanied by an appropriate member of staff.

The exams officer is responsible for handling late or absent candidates on exam day.

6.2 Exam papers and materials

The EO will

- Follow the processes for moving confidential examination materials from storage to the exam room
- Make question papers, exam stationery and materials available for the invigilator.
- collate the examination material at the end of the exam and follow the process to transport and store the material

6.3 Unauthorised materials

- candidates are informed of what is and is not allowed in exam rooms prior to exams taking place

- prior to the start of the exam, candidates are reminded, through the standard invigilator announcement, that mobile phones or other unauthorised items in the candidate's possession must be handed to the invigilator
- unauthorised materials are placed in a box at the front of the room, away from candidates
- candidates are instructed that personal belongings are not allowed at exam desks
- Invigilators will be informed of the arrangement through training
- Exam papers must not be read by subject teachers or removed from the exam room before the end of a session.
- After an exam, the exams officer will arrange for the safe dispatch of completed exam scripts to awarding bodies, working in conjunction with school support staff.

7. Results and Post-results

7.1 Internal assessment

The HoC will ensure:

- teaching staff keep candidates work, whether part of the moderation sample or not, secure and for the required period stated by JCQ and awarding bodies
- work is returned to candidates or disposed of according to the requirements

7. 2 Issuing results

The HoC will identify centre staff who will share the results of the examinations in an appropriate manner.

The EO will:

- access results from awarding bodies
- resolve any missing or incomplete results
- issue statements of results to candidates
- provide summaries of results for relevant centre staff on their publication

7.3 Post Results services (including appeals)

The EO will:

- provide information to candidates and staff on the services provided by awarding bodies and the fees charged
- publish internal deadlines for requesting the services to ensure the external deadlines can be effectively met

- provide a process to record requests for services and collect candidate informed consent and fees where relevant
- submit requests to awarding bodies to meet the external deadline
- track requests to conclusion and inform candidates and relevant centre staff of outcomes
- update centre results information, where applicable

The HoC will:

- ensure an internal appeals procedure is available where candidates disagree with the centre decision:
    - not to support an enquiry about results
    - not to appeal against the outcome of an enquiry about results

Candidates will:

- meet internal deadline to request services
- provide informed consent and fees, where relevant

7.4 Certificates

Certificates are provided to centres by awarding bodies after results have been confirmed.

The EO will ensure that certificates are issued to candidates

7.5 Retention of Exam Records

The EO will:

- keep records as required by JCQ and awarding bodies for the required period
- keep records as required by the centre's record management policy
- dispose of records in line with the centre's policy

8. Equalities

All our staff must ensure that they meet the requirements of any equality legislation.

We will comply with the legislation, including making reasonable adjustments to the service that we provide to candidates in accordance with the requirements defined by

the legislation, awarding bodies, and JCQ. This is the responsibility of the Head teacher and Assistant Head teacher for Secondary (exams officer)

9. Conflicts of Interest

Staff members are expected to declare any conflict of interest to the HoC. This includes entry arrangement, invigilation of examinations and assessment.

10. Contingency planning

Contingency planning for exams administration is the responsibility of the Head of Centre

Contingency plans are available via meetings and the shared drive and are in line with the guidance provided by Ofqual, JCQ and awarding organisations.

11. Malpractice

The head of centre, in consultation the exams officer is responsible for ensuring that suspected malpractice is thoroughly investigated.

12. Special consideration

If a candidate is unable to attend an exam because of illness, bereavement, or other trauma, or if a candidate becomes ill or otherwise disadvantaged during an exam, they are responsible for alerting the Head of School or Assistant Head teacher for Secondary to that effect.

The candidate must support any special consideration claim with appropriate evidence within 2 days of the exam.

13. Monitoring and review

The head of centre is responsible for ensuring that this policy is reviewed every 3 years.

Assessment

Our aim is to ensure all children are given the knowledge, skills and experiences they need to be happy and successful in their future. Our curriculum provision (curricular and EHCP) supports personal success and good mental health.

Purpose

- monitor a young person's progress in achieving the curriculum aims,
- celebrate their successes,
- identify necessary interventions and next steps.

Process

To achieve this:

- A **developmental ladder** is completed to identify the appropriate curriculum pathway.
- **Baseline assessments** are completed within the first 6 weeks of a new year.
  - These could include phonics/reading, writing, Maths White Rose, as appropriate to the pathway
- **Pupil meetings** will take place 3 times per year to review progress against the curriculum pathway
- 12-montly targets are set for **EHCP** outcomes in line with the annual review date. These are broken into smaller steps and monitored at pupil meetings.

Yellow Pathway *Yellow 1/ Yellow 2*	This is a pre-formal curriculum that links to EHCP outcomes. Learning is child centred and heavily integrated into play, allowing the student to explore, experiment and make choices	• 12-month EHCP targets to be set following annual review, 1 target per EHCP outcome • Evidence collected for EHCP using EfL, each target to be broken into 6 weekly small steps • 5 observations completed each year, every 6 weeks, which can include notes, videos, post-its and photos. • Floor books in the classroom will capture key moments of learning in the curriculum. These will also be captured within the observations.
Green Pathway *Green 1/ Green 2*	This introduces some subject specific study that is taught using yellow pathway pedagogy e.g. opportunities to play, continuous provision, short targeted teacher input, sensory breaks, concrete objects etc.	• 12-month EHCP targets to be set following annual review, 1 target per EHCP outcome • Evidence collected for EHCP using EfL, each target to be broken into 6 weekly small steps • 5 observations completed each year, every 6 weeks, which can include notes, videos, post-its and photos. • Subject specific evidence collection • Informal teacher assessment gathered to inform planning of subject specific content
Black Pathway	This is curriculum designed for students who are cognitively operating above 60 months and follows a formal, subject specific learning approach. The majority will work towards accreditations in maths, English and ICT alongside vocational subjects.	• 12-month EHCP targets to be set following annual review, 1 target per EHCP outcome • Evidence collected for EHCP in student portfolios, this will include student self-assessment • Standardised assessments to include phonics/fresh start, reading age, comprehension, white Rose maths, Functional Skills (KS4 &5) • Hot and cold writes used to show progress in Writing.

SMSC

The spiritual, moral, social and cultural (SMSC) curriculum at Daventry Hill School (DHS) has been designed to reflect the unique and complex learning needs of the students. It forms part of the overall Personal Development curriculum, alongside the curriculum for British Values.

The knowledge and skills have been carefully identified and sequenced developmentally to provide each student with a progressive map throughout their educational journey.

The SMSC curriculum is informed by the Curiosity Approach used throughout the school to guide and inform learning and the development of the students as learners. It is also informed by the Total Communication approach used at DHS which means that students will be supported to acquire the planned knowledge and skills in SMSC using their preferred and appropriate communication strategies.

Moral Development

- Many projects ask pupils to reflect on choices in their work and respect the choices of others.
- Promotes discussion of themes such as fairness, honesty, and responsibility through creative processes.
- Develops awareness of the impact of human creativity on society and the environment.

Social Development

- Examinations involve collaborative, encouragement, communication, and problem-solving.
- Pupils learn to share resources, give feedback, and support one another, fostering positive relationships in preparation for examinations.
- Opportunities to celebrate knowledge and skills build a sense of pride and belonging within the school community.

Cultural Development

- Lessons draw inspiration from a diverse range of skills, cultures, and traditions, helping pupils to value cultural diversity.
- Encourages exploration of heritage, identity, and global employment practices.
- Builds respect for and curiosity about the achievements of different societies, past and present.

Examinations support SMSC by giving pupils opportunities to reflect spiritually, act responsibly, collaborate socially, and explore cultural diversity by acquiring transferrable skills.

To access the full SMSC document please click on the link SMSC at DHS_final.docx

British Values

The British Values curriculum at Daventry Hill School (DHS) has been designed to reflect the unique and complex learning needs of the students. It forms part of the overall Personal Development curriculum, alongside the curriculum for Spiritual, Moral, Social and Cultural (SMSC) development.

The knowledge and skills have been carefully identified and sequenced developmentally to provide each student with a progressive map throughout their educational journey.

The British Values curriculum is informed by the Curiosity Approach used throughout the school to guide and inform learning and the development of the students as learners. It is also informed by the Total Communication approach used at DHS which means that students will be supported to acquire the planned knowledge and skills in British Values using their preferred and appropriate communication strategies.

In examinations, British Values will be highlighted and celebrated through: -

1.Democracy

- Examination assessment encourages student voice and choice in how they approach creative tasks.
- Learners can make decisions about skills, and problem solving, reflecting democratic participation and ownership of learning.
- Times tasks often involve discussion and negotiation, giving pupils experience of decision-making as a group.

2. Rule of Law

- Examination tasks involve following processes, safety guidance, and respecting rules when applying skills in time limited exams.
- Structured frameworks (systematic instruction or step-by-step verbal explorations) model how rules help creativity flourish.
- Learners see that rules protect fairness and enable everyone to take part safely.

3. Individual Liberty

- Pupils are encouraged to experiment, take creative risks, and express their own ideas without fear of being "wrong."
- The curriculum promotes freedom of expression, allowing learners to develop self-confidence and independence.
- Real life experience often highlights that there is no single "correct" outcome, which supports individuality.

4. Mutual Respect

- Examination conditions help pupils learn to listen to and value each other's perspectives.
- The curriculum highlights the importance of respectful communication when working with others, fostering a culture of kindness and encouragement.
- Learners gain appreciation for diverse approaches within their community.

5. Tolerance of Different Faiths and Beliefs

- Experiences of the examination process often draws on a wide range of expectations, cultural influences, and contexts, enabling pupils to explore worldviews beyond their own to support their future.
- Through studying the core subjects of maths and English, learners develop respect and understanding of expectations and protocols.

The curriculum supports British values by creating an inclusive, respectful, and open-ended creative environment where pupils learn to express themselves, collaborate, and appreciate diversity.

To access the full British Values document please click on the link British Values at DHS-final.docx

Personal Development

At Daventry Hill School, we consider the development of character to be a key part of personal development.
We define character to be:

- Being able to identify personal strengths and areas of development and be able to use this to set goals.
- The development of resilience, learning from setbacks and persevering.
- Understanding the importance of honesty and acting for the right reasons.
- Understanding their place in the world and the importance of generosity and kindness towards others
- Being able to listen to others
- Developing an understanding of who they are and having self-confidence

These are linked to the 4 adult EHCP outcomes of employability, independent living, good health and community.

The DfE guidelines state that:

- Schools have a statutory duty, as part of a broad and balanced curriculum, to promote the spiritual, moral, social, and cultural (SMSC) development of pupils and prepare them for the opportunities, responsibilities and experiences of later life. Character education contributes to this duty to promote SMSC.
- The Relationships, Sex and Health Education Statutory Guidance (which applies to all state funded schools) makes clear that this is most effective when schools also actively promote good behaviour and positive character traits, including for example courtesy, respect, truthfulness, courage and generosity.
- Schools have an important role in the fostering of good mental wellbeing among young people so that they can fulfil their potential at school and are well prepared for adult life. Schools with clear expectations on behaviour and with well-planned provision for character and personal development can help promote good mental wellbeing.

This clearly links with our Preparation for Adulthood curriculum as well as our SMSC and British Values Curriculum, as detailed above.

In addition to the areas listed in SMSC and British Values above, Personal Development will be highlighted and developed through:

1. Our Examination offer

This includes opportunities to look at how different skills are used in and link in the local and wider

community. Examination tasks often have a creative element, and students are given choices and a voice around what they choose to make and explore different topic areas, that have a creative focus.

2.Community visits and outdoor learning

Outdoor learning both on and off site gives our students the opportunity to explore the natural world and nature. Visits to buildings of Education and Further Education help to develop students understanding of the knowledge and skills discussed in the classroom about their Future.

To access the full Personal Development document, please click here: DHS- Confidential Hub - DHS - Confidential Shared Documents - Personal Development - All Documents

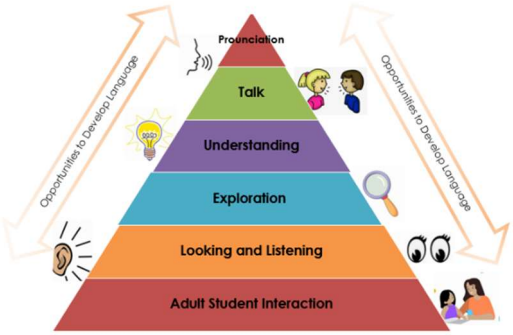
Inclusion and Accessibility

Curiosity and Communication Approach

At Daventry Hill School, the development of a curiosity to be one of our core values. This is captured in our Curiosity and Communication Approach. There are many opportunities to explore curiosity and communication throughout the teaching and learning.

We define curiosity opportunities for:	What could this look like in Non-Examination Assessment?
Independent thinking	Skills encourage individuals to form their own perspectives and express personal visions.
Non-verbal communication	Through real life experience, forms, movement, or symbols, communicate emotions, ideas, and stories. Core boards, visuals, systematic instructions
Language and verbal communication	Use verbal language to explain their work, engage in critiques, or collaborate Enquiry questions, knowledge organisers to include subject specific vocabulary. Adults will model the use of this.

Problem solving	Creating often involves navigating limitations (like materials, space, or time) and finding innovative solutions
Risk taking	Stepping outside comfort zones, trying new techniques, or expressing ideas.
Imagination	Imagination lets us make something special that comes from inside our own thoughts.
Creativity	Making something in your own way. It could be drawing, painting, dancing, singing, or building something. There's no right or wrong — it's about expressing yourself and having fun while trying new ideas.
Critical thinking	Roles and skills analyse, reflect, and revise their work.
Lifelong learning	Refining techniques, exploring new media, and drawing from history and contemporary culture. Exploring areas of personal interest



At Daventry Hill School we use the Language Development Pyramid to support communication and curiosity-based learning.

Some Strategies to use from the Language Development Pyramid in Examination Assessment:

Student interaction 	• Play opportunities • Sensory based tasks • Intensive interaction- copy movements, sounds, choices • ShREC

<table>
<tr><td></td><td>

- Discussion
- Sharing preferences

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<tr><td>Looking and listening
</td><td>

- Commenting and questioning. 4 comments to 1 question.
- Attention Autism pedagogy- anticipation, waiting, extending lesson time
- Modelling

</td></tr>
<tr><td>Exploration
</td><td>

- Experimenting
- Continuous provision
- Risk taking
- Trying new things
- Researching and experiencing artists

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<tr><td>Understanding, Talk and Pronunciation
</td><td>

- Subject specific key words
- Opportunities to share work
- Group work
- Blanks Level of Questioning

<table>
<tr><td>Level 1

(Concrete Features)</td><td>What is this? (point to an object)

Can you find the ___? (e.g., circle, square)

What is this?</td></tr>
<tr><td>Level 2

(More detail)</td><td>What is happening in this picture?

What do you see in the background?</td></tr>
<tr><td>Level 3

(features that can't be seen)</td><td>Why do you think Dawn used a thermometer to measure temperature?

How many children chose the colour red? How can you tell?

What do you think happened if Tom baked 12 cakes and there, we 6 people to share them? How many cakes would they each have?</td></tr>
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		Level 4 (reasoning and problem solving)	What would be the answer if you added 40 to 140? Why do you think Joe might miss the 10 O'clock bus if left his house at 9:50 and it takes 15 minutes to walk to the bus stop?	

To access the full document please click on the link Curiosity Approach.docx