EF ACADEMY

International
Boarding Schools

OXFORD ACADEMIC POLICY 2026-27

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Document Purpose:	Defines EF Academy Oxford's approach to teaching, learning, assessment, academic support and student progress, and sets out the responsibilities of students and staff in meeting academic and regulatory expectations.

Related Documents:	**Related Documents** **EF Academy Oxford** • Accessibility Policy • Admissions Policy • Attendance Policy • Behaviour Policy • Complaints Policy • Examinations Policy • Safeguarding Policy • Student Handbook **International Baccalaureate** • Academic Integrity Policy • Access and Inclusion Policy • Assessment Procedures for the Diploma Programme • Diploma Programme: From Principles into Practice • Programme Standards and Practices • IB Grade Descriptors • Effective Citing and Referencing **JCQ and Awarding Bodies** • JCQ General Regulations for Approved Centres • JCQ Instructions for Conducting Examinations • JCQ Access Arrangements and Reasonable Adjustments • JCQ Suspected Malpractice: Policies and Procedures • JCQ AI Use in Assessments • JCQ Information for Candidates • relevant awarding-body specifications and assessment guidance
Date of Next Review:	August 2027
Recent Updates 2026-27:	• Assessment, tracking, reporting, and intervention processes reviewed and aligned across the Academic Policy. • Year 1 assessment model revised to place greater emphasis on formative assessment and classroom-based assessment. • Reporting structure updated, including RP0 Settling-In Reports and revised Parent Consultation guidance. • Roles and responsibilities of Subject Teachers, Academic Tutors, Pathway Managers, Heads of Faculty, and the Director of University Guidance clarified. • Academic Support, intervention pathways, Academic Support Agreements, and support measures reviewed and strengthened. • AI, digital literacy, eLearning, and technology expectations substantially expanded and aligned with IB, JCQ, and awarding body guidance. • Clear distinction established between the Academic Policy and Academic Integrity Policy regarding AI use and academic misconduct. • ManageBac, Google Workspace, digital safety, attendance, academic engagement, and authorised absence procedures updated. • Recognition, behaviour, and support systems aligned with the Behaviour Policy and Orah. • Outdated references and duplicate procedures removed to improve clarity and consistency.

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EF Academy Oxford – Academic Policy

Admission – entry requirements

Students study either the International Baccalaureate Diploma Programme or A Levels. In some circumstances, and where this is in the student's best academic interests, an IB student may follow individual IB courses rather than the full Diploma.

Students joining either programme are normally expected to have successfully completed at least two years of upper-secondary education before entry.

Students should normally demonstrate a level of prior attainment broadly equivalent to five GCSE/iGCSE passes at grades 9–4, including Mathematics. Equivalent international qualifications and prior school records will be considered as part of the admissions process.

EF Academy Oxford recognises that students join from a wide range of educational systems and that prior qualifications do not always translate directly into UK equivalents. Where a student does not meet the usual entry profile but demonstrates the potential to succeed, admission may still be considered where the school is confident that appropriate academic support can be provided.

Any exception to the usual academic entry requirements requires approval from the Principal following consultation with relevant academic staff.

Baseline Assessment

All new students complete baseline assessments and CEM testing during the admissions process and/or the opening weeks of the academic year.

Baseline information is used alongside previous school records, classroom performance, teacher assessment, attendance and engagement to help identify:

- academic starting points;
- areas of strength or potential;
- possible gaps in prior learning;
- appropriate support or intervention.

Baseline and CEM data are diagnostic tools. They do not determine a student's final attainment or predicted grades and should always be considered alongside ongoing evidence and teacher professional judgement.

Pathway to Success

The Pathways model helps students connect their academic programme with their interests, future university study and wider personal development.

The Pathway journey begins during admissions and continues throughout a student's time at EF Academy Oxford. It supports students to make informed choices about:

- IB or A Level subjects;
- academic enrichment and extension;
- co-curricular opportunities;
- skills development;
- university and career exploration.

Students are encouraged to engage with one or more of five broad Pathways:

1. Arts, Media & Cultural Studies
2. Bio-Medical Sciences
3. Business, Finance & Management
4. International Relations, Politics & Law
5. Science, Technology & Engineering

Pathways are not separate courses or fixed programmes. They provide a framework to help students explore areas of interest and make purposeful connections between their subjects, activities and future plans. A student's interests and intended progression may develop over time, and their Pathway focus may therefore evolve.

Students following different academic programmes may belong to the same Pathway. For example, an IB Diploma student and an A Level student interested in engineering may study different combinations of subjects while taking part in similar enrichment, university preparation and extension opportunities.

Academic Tutors, Pathway Managers, subject teachers and the Director of University Guidance work together to help students reflect on their progress, explore opportunities and make informed decisions about their next steps.

Regular Pathways Support provides students with structured opportunities to develop study skills, reflect on academic progress, explore future options and build the independence needed for successful progression beyond school.

Access and Inclusion

EF Academy Oxford is committed to identifying and reducing barriers to learning, teaching and assessment so that students can access the curriculum and demonstrate their knowledge, understanding and skills.

The school welcomes applications from students with additional learning, medical or access needs where appropriate provision can reasonably be made.

Families are expected to disclose relevant needs and provide appropriate supporting documentation as early as possible, preferably during the admissions process. This allows the Inclusion Coordinator and relevant staff to consider:

- the student's individual needs and previous support;
- appropriate classroom strategies and reasonable adjustments;
- any additional Learning Support required;
- potential examination access arrangements;
- whether further professional assessment or evidence may be needed.

Admission and support decisions are made on an individual basis, considering the needs of the student, the provision available within the school and the requirements of the relevant examination or awarding body.

Where a potential barrier to learning is identified after enrolment, staff should refer the student to the Inclusion Coordinator so that appropriate evidence, support and, where necessary, an Individual Education Plan (IEP) can be considered.

Further information is provided in **Appendix 3 – Access & Inclusion Policy**.

Academic Programmes

IB Diploma Programme

The International Baccalaureate Diploma Programme (IBDP) is a two-year academic programme designed to provide breadth and depth of study while developing independent thinking, research, reflection and international-mindedness.

Students completing the full IB Diploma study six subjects: three at Higher Level (HL) and three at Standard Level (SL). They also complete the three elements of the DP Core:

- Theory of Knowledge (TOK);
- Extended Essay (EE);
- Creativity, Activity, Service (CAS).

Assessment includes a combination of externally assessed examinations and internally assessed work completed throughout the programme.

Subject Selection

Students work with the IB Coordinator, University Guidance and relevant academic staff before starting the programme to select an appropriate combination of subjects.

Subject choices should take account of:

- the requirements of the IB Diploma;
- the student's academic strengths and interests;
- intended university courses and entry requirements;
- the school's Pathways model;
- the availability of subjects and timetable combinations.

Higher Level subjects should normally reflect the areas in which students intend to develop the greatest academic depth and, where relevant, the requirements of future university study.

Teaching Hours

Higher Level subjects are normally allocated five 60-minute periods each week and Standard Level subjects three 60-minute periods each week. This supports the recommended teaching time required across the two-year programme.

TOK is taught as part of the academic timetable, while students are also expected to dedicate appropriate independent study time to the Extended Essay, CAS, Internal Assessments and wider course requirements.

Changes to Subject Choices

Students requesting a change of subject or level should discuss this with the IB Coordinator as early as possible.

Any change will be considered in relation to:

- IB programme requirements;
- the student's academic profile and progress;
- university entry requirements;
- timetable and class availability;
- the amount of learning already missed.

Changes are normally expected to take place within the first six weeks of Year 1. Where a change is approved, students are responsible for completing any necessary catch-up work and may be required to attend additional academic support.

Subject or level changes are not automatic and require approval from the IB Coordinator and relevant academic staff.

IB Diploma - Subjects

Students must take different languages in Group 1 and 2 and should consider taking higher level subjects in line with their chosen Pathway.

GROUP 1	GROUP 2	GROUP 3
Language & Literature: • English A – HL/SL • Spanish A – HL/SL • German A – HL/SL • Italian A – HL/SL • French A – HL/SL • Self-Taught Literature – SL*	Language Acquisition: • English B – HL/SL • French B – HL/SL • Spanish B – HL/SL • Spanish ab initio – SL • French ab initio – SL	Individuals and Societies: • Economics – HL/SL • Business Management – HL/SL • History – HL/SL • Global Politics HL
GROUP 4	**GROUP 5**	**GROUP 6**
Sciences: • Biology – HL/SL • Physics – HL/SL • Chemistry – HL/SL • Environmental Systems & Societies – SL only	Mathematics: • Mathematics: Analysis and approaches HL/SL • Mathematics: Applications and interpretation SL	Arts and Electives: • Visual Arts – HL/SL OR • Any additional subject from Groups 3 or 4

A-Level Programme Overview

The A Level programme is a two-year course of study leading to externally assessed qualifications at the end of Year 2. A Levels provide students with the opportunity to study a smaller number of subjects in considerable depth and are widely recognised for university entry in the UK and internationally.

Students normally study three A Level subjects. A fourth A Level is only recommended where this is academically appropriate and, in most cases, where Further Mathematics forms part of the programme.

Subject Selection

Students receive guidance before starting the programme to ensure that subject choices are appropriate for:

- their academic strengths and interests;
- intended university courses and entry requirements;
- the school's Pathways model;
- the availability of subjects and timetable combinations.

Subject choices should be reviewed carefully before the start of the programme. Any later request to change subjects will be considered in relation to academic progress, university requirements, timetable availability and the amount of missed learning.

Teaching and Attendance

A Level subjects are normally taught for a minimum of five 60-minute periods each week.

Students are expected to attend all timetabled lessons and required academic support sessions and to maintain attendance of at least 95%, in line with the Attendance Policy.

Students are also expected to complete substantial independent study outside lessons in order to consolidate learning, prepare for assessment and develop the independence required for university study.

Academic English and IELTS

A Level students receive English language support appropriate to their level and progression needs.

Academic English develops the reading and writing skills required to access the curriculum successfully. IELTS preparation is provided where required for university entry or progression.

Where additional English language support is identified as necessary, further classes may be added to a student's timetable.

Students remain responsible for meeting the English language requirements of their intended universities and courses, with guidance from relevant school staff and University Guidance.

Extended Project Qualification (EPQ)

A Level students complete the Extended Project Qualification (EPQ) as part of their wider academic programme.

The EPQ develops independent research, critical thinking, academic writing, project management and presentation skills. Students work with an allocated supervisor and complete the project in accordance with the requirements and deadlines of the relevant awarding body.

The project may take the form of an extended written report, artefact or other approved outcome, supported by the required planning, research and reflection records and a final presentation.

Creativity, Activity and Service

A Level students are encouraged to develop a broad profile beyond their academic subjects through participation in creativity, activity, service, leadership and enrichment opportunities.

Students are expected to maintain a record of their wider participation and engagement as part of their personal development and preparation for university progression.

Assessment (Policy)

Assessment

Assessment is used to identify students' strengths and areas for development, inform teaching, and support progress over time. Assessment should be regular, purposeful and clearly communicated to students.

The school's assessment model balances:

- formative assessment;
- responsive teaching;
- summative assessment.

Teachers must systematically check students' understanding of the curriculum in all lessons and use this information to adapt teaching where necessary.

The school follows:

- IB principles that assessment should support learning and reflection;
- JCQ and relevant awarding-body requirements regarding fairness, integrity and security.

Assessment Model

Year 2 – 2026–27

For Year 2 students in 2026–27, the established assessment model largely remains in place to provide continuity for students already following that structure.

Year 1 – from 2026–27

The Year 1 assessment model places greater emphasis on formative assessment and progression over time. It aims to:

- reduce excessive focus on grades;
- embed assessment within normal classroom practice;
- reduce unnecessary formal examination sessions;
- support assessment for learning;
- provide a more rounded picture of student progress.

One formal summative assessment per reporting period is normally required for reporting purposes, with two during Reporting Period 3. Teachers should continue to use appropriate formative assessment throughout the reporting period.

Planning and Communication

- Assessment dates should be planned within schemes of work.
- Formal assessment dates should be entered onto ManageBac in advance and kept up to date.

- Students should normally receive at least two weeks' notice of formal assessments.
- Assessment information should clearly explain the format, content and expectations.
- Assessment outcomes contributing to reporting should be recorded on ManageBac within published timelines.

Access Arrangements

Approved access arrangements and reasonable adjustments must be implemented consistently in internal assessments where appropriate, in line with the student's normal way of working and the relevant JCQ, IB or awarding-body requirements.

Assessment Catch-Up

Where a student misses a formal assessment for an authorised or otherwise justified reason, an appropriate catch-up assessment may be arranged where necessary to ensure sufficient evidence of progress.

Summative Assessments – Assessment Grades (AGs)

Assessment Grades are based on formal summative assessment evidence gathered during the relevant reporting period.

Assessment evidence should:

- assess appropriate curriculum knowledge, understanding and skills;
- be marked against clear criteria, mark schemes or grade boundaries;
- reflect the expectations of the relevant qualification;
- be moderated for consistency where appropriate.

Students must receive:

- clear assessment expectations;
- realistic deadlines;
- appropriate preparation guidance.

Feedback

Feedback should be:

- timely and actionable;
- clear and proportionate;
- focused on improvement and progress.

Feedback may include:

- strengths and areas for development;
- written, verbal or digital comments;
- percentages, raw marks or grades where appropriate.

Students should be encouraged to engage with and respond to feedback rather than focusing solely on the grade or mark awarded.

Feedback for formal AG assessments should be shared with students, with clear areas for improvement provided alongside marks recorded on ManageBac during the relevant reporting period.

Monitoring and Quality Assurance

Assessment practices are monitored through:

- learning walks and lesson observations;
- work scrutiny and moderation;
- assessment analysis;
- faculty review processes;
- student progress reviews.

The Academic Leadership Team is responsible for ensuring that assessment expectations are implemented consistently across faculties.

Academic Integrity

Students must follow the Academic Integrity Policy.

Requirements relating to plagiarism, collusion, inappropriate use of Artificial Intelligence, malpractice and authenticity of work are set out within that policy and relevant IB, JCQ and awarding-body regulations.

Turnitin or other approved tools may be used to support the authentication of student work.

Internal Assessment Feedback (IB)

Teachers may support students through guidance on planning, structure, research, and assessment criteria.

For written IAs:

- teachers may provide feedback on one complete draft only;
- feedback may be verbal or written;
- teachers must not edit or directly correct student work.

For oral IAs:

- teachers may practise skills and procedures throughout the course;
- the final assessment must not be rehearsed or memorised.

Tracking & Reporting

Tracking is used to monitor student progress over time and to identify whether students are on track to achieve grades that are both aspirational and attainable. Effective tracking enables timely support, intervention, and communication between teachers, students, and parents.

The school's tracking and reporting processes are designed to:

- support assessment for learning;
- provide a clear overview of student progress;
- identify strengths and areas for development;
- support university guidance and predicted grades;
- ensure consistency and accuracy across subjects.

Tracking should support progress conversations rather than promote excessive comparison between students.

Tracking data must be accurate, evidence-based, and entered within published deadlines.

Monitoring and Oversight

The Academic Leadership Team monitor tracking and reporting processes to ensure:

- consistency across faculties;
- accuracy of assessment data;
- appropriate use of grade descriptors;
- timely intervention where concerns arise.

Heads of Faculty are responsible for supporting moderation and consistency within their departments.

ManageBac Expectations

Teachers are responsible for:

- entering assessment and tracking data within published deadlines;
- ensuring grades are accurate and up to date;
- recording formal assessment data under the correct category in ManageBac;
- using "Tasks" appropriately for formative work where no weighting is applied.

Tracking and reporting deadlines are published annually and must be adhered to by all staff.

Intervention and Student Support

Assessment data should be used to identify students requiring additional academic support or intervention.

Following each reporting period:

- students should understand their strengths and areas for development;
- teachers should provide clear guidance on how students can improve;
- interventions should be timely, targeted, and monitored for impact.

Intervention strategies may include:

- subject support sessions;
- additional practice tasks;
- supervised study;
- revision guidance;
- academic mentoring.

Confidence-Building and Formative Work

During the early stages of IB and A Level courses, teachers may use confidence-building or formative tasks to support student adjustment to new assessment criteria.

These tasks:

- may support motivation and skill development;
- may be recorded as “Tasks” on ManageBac;
- should not normally contribute to formal tracking data or reported grades.

Assessment Data

Effort Grades (EG)

Effort Grades provide an indication of how consistently a student is engaging with the behaviours and habits required for successful learning.

They take account of:

- engagement;
- commitment;
- preparation;
- attendance and punctuality;
- contribution to learning;
- independent study and response to feedback.

Effort Grades should reflect patterns over time rather than isolated incidents and should be applied consistently across subjects.

Grade	Definition	Teacher Test
5 – Significantly Exceeds Expectations	Demonstrates exceptional and sustained commitment, initiative and independence beyond normal expectations.	Is there clear evidence that the student consistently creates opportunities to extend their learning and take responsibility beyond what is required?
4 – Exceeds Expectations	Regularly demonstrates commitment, engagement and independence above the expected standard.	Does the student regularly make particularly effective use of the opportunities provided?
3 – Meets Expectations	Consistently demonstrates the level of effort, engagement and responsibility expected of a student.	Does the student consistently meet expectations without requiring significant prompting or intervention?
2 – Sometimes Below Expectations	Does not consistently meet expected standards of effort or engagement and requires reminders or support.	Does the student require regular prompting or support to meet normal expectations?
1 – Frequently Below Expectations	Regularly fails to meet expected standards of effort and engagement and requires significant intervention.	Is the student's lack of engagement consistently preventing them from making appropriate progress?

An Effort Grade of 3 represents the expected standard. Grades 4 and 5 should reflect evidence of performance above that expectation rather than being used routinely.

On-Track Grades (OTG)

On-Track Grades provide a professional judgement of the grade a student is currently on track to achieve based on cumulative evidence over time.

OTGs may be informed by:

- formative and summative assessment;
- classwork and homework;
- coursework and Internal Assessments where applicable;
- demonstrated knowledge, understanding and skills;
- professional judgement aligned with IB or A Level grade descriptors.

OTGs should not be based on any single assessment.

Students should understand that an OTG:

- represents their current academic trajectory;
- is not a guaranteed final result;
- can change as further evidence becomes available.

The most recent OTG provides the principal starting point when predicted grades are considered.

Assessment Grades (AG)

Assessment Grades reflect performance in formal summative assessment against relevant subject assessment objectives and qualification criteria.

AGs:

- are based on formal summative assessment evidence;
- reflect IB, examination-board or awarding-body expectations;
- contribute to progress monitoring;
- provide evidence that may inform On-Track and Predicted Grades.

Assessment evidence contributing to an AG should:

- use appropriate specification-aligned material;
- use relevant mark schemes, criteria or grade descriptors;
- reflect appropriate assessment conditions where possible;
- be moderated within faculties where appropriate.

For Year 1, one formal AG assessment per reporting period is normally required for reporting purposes, with two during Reporting Period 3. Additional assessment may be used formatively.

Predicted Grades

Predicted Grades are used primarily for university applications and represent an optimistic but realistic professional judgement of a student's likely final attainment.

Predicted Grades are informed by:

- On-Track Grades over time;
- Assessment Grade performance;
- coursework and Internal Assessment progress;
- academic engagement and attitude;
- wider relevant academic evidence;
- teacher professional judgement.

The most recent OTG provides the primary starting point for a Predicted Grade. A higher prediction may be awarded where there is sufficient evidence to support it.

Predicted Grades may be reviewed at faculty or leadership level to support consistency and appropriate professional judgement.

For students applying to universities with early deadlines, additional assessment evidence may be considered where appropriate. Any additional formal assessment remains at the discretion of the teacher and relevant faculty.

Predicted Grades may be reviewed after an application has been submitted where significant new academic evidence becomes available; however, universities are not required to accept a revised prediction.

Reporting

Reporting provides students and parents with a clear overview of academic progress, effort, engagement and next steps. Reports should support constructive conversations between school, students and families and help identify where additional support or intervention may be required.

Reports should be:

- accurate and evidence-based;
- clear and professional;
- constructive and forward-looking;
- consistent with assessment and tracking data.

Teachers are responsible for ensuring that grades, comments and effort indicators accurately reflect the student's performance and engagement over time.

Reporting deadlines are published annually and must be followed by all staff.

RP0 – Settling-In Report

Year 1 – New Students Only

RP0 takes place during the opening weeks of the academic year and focuses on how successfully students are adjusting to IB or A Level study.

It considers:

- attendance and punctuality;
- effort and engagement;
- organisation and independent learning;
- participation in lessons;
- initial academic adjustment.

RP0 includes:

- Effort Grades (EG);
- brief subject teacher comments.

RP0 does not include Assessment Grades (AG) or On-Track Grades (OTG).

Its purpose is to:

- identify students requiring early support;
- reinforce positive academic routines and expectations;
- provide families with an early indication of how the student is settling academically.

Concerns should be communicated proactively rather than being held back until RP0 is published.

RP1 – End of Term 1 Report

Year 1

RP1 is the first formal academic tracking point for Year 1 students.

It includes:

- Assessment Grades (AG);
- On-Track Grades (OTG);
- Effort Grades (EG);
- teacher comments where appropriate.

Teachers should ensure that:

- grades are evidence-based and aligned with faculty standards;
- comments explain current performance and clear next steps;
- appropriate support or intervention is identified where required.

IB and A Level grade descriptors should be shared with students and parents before RP1 and made available alongside the report.

RP2 – End of Term 2 Report

Year 1

RP2 provides the second formal progress and tracking point for Year 1 students.

It includes:

- Assessment Grades (AG);
- On-Track Grades (OTG);
- Effort Grades (EG);
- comments where appropriate.

The report should provide a clear picture of progress since RP1 and identify any priorities for the remainder of Year 1.

Where a student is not making expected progress, appropriate intervention should already be in place or identified as a result of the reporting process.

RP3 – End of Year Report

Year 1

RP3 provides the final overview of Year 1 progress and readiness for progression into Year 2.

It includes:

- final Year 1 On-Track Grades;
- Assessment Grades, including relevant end-of-year assessment evidence;
- Effort Grades;
- academic and pastoral comments where appropriate.

Comments should:

- reflect progress across the academic year;
- identify strengths and areas requiring further development;
- provide clear guidance for Year 2 preparation and summer independent study.

RP4 – End of Term 1 Report

Year 2

RP4 provides a formal update on Year 2 academic progress and examination readiness.

It may include:

- On-Track Grades;
- Assessment Grades where applicable;
- Effort Grades;
- university guidance updates;
- TOK, CAS, Extended Essay or EPQ updates where appropriate.

Teachers should ensure that:

- tracking data is accurate and realistic;
- comments reflect current academic progress;
- concerns relating to attainment, effort or engagement are clearly communicated.

Where relevant, predicted grade discussions should already have taken place with students before university application deadlines.

RP5 – End of Term 2 / Final Report

Year 2

RP5 provides the final formal academic update before external examinations.

It focuses on:

- mock examination performance;
- On-Track Grades;
- examination readiness;
- revision priorities;
- any remaining intervention or support.

Comments should provide realistic and constructive guidance and reinforce expectations regarding attendance, preparation, revision and independent study.

Serious concerns regarding examination readiness should already have been communicated to students and parents before the report is issued.

Parent Consultation Meetings

Parent Consultation Meetings provide an opportunity for teachers, students and parents to discuss academic progress, current priorities and appropriate support.

Meetings should:

- reinforce information already communicated through reports and ongoing contact;
- provide clarification and guidance;
- identify clear and realistic next steps.

The school operates a “no surprises” approach. Significant concerns relating to academic progress, attendance, effort, engagement or wellbeing should be communicated to parents promptly and should not first emerge during a report or Parent Consultation Meeting.

Expectations for Teachers

Teachers are expected to:

- attend all scheduled meetings relevant to their classes;
- prepare using current assessment and tracking information;
- provide clear, balanced and constructive feedback;
- identify specific next steps where appropriate;
- follow up significant concerns or agreed actions.

Where additional support is required, agreed strategies should be specific, realistic and capable of being monitored.

Organisation

Parent Consultation Meetings are coordinated centrally and may be held in person, online or in a hybrid format.

Teachers are expected to remain available for the full published duration of the event unless alternative arrangements have been agreed in advance with the Principal or relevant line manager.

Academic Expectations

EF Academy Oxford combines high expectations with high support. Students are expected to take increasing responsibility for their learning and to engage positively with the opportunities, guidance and support available to them.

Our expectations can be summarised simply:

Turn up. Participate. Take responsibility. Be kind.

In academic life, this means that students are expected to:

- attend lessons, Tutor Time, required support sessions and other academic commitments consistently and punctually;
- arrive prepared, with the appropriate equipment and resources, and ready to learn;
- participate actively and positively in lessons;
- complete classwork, homework, independent study, coursework and other academic tasks to the best of their ability and within agreed deadlines;
- use independent study time purposefully and develop effective organisation, study and revision habits;
- respond constructively to feedback and use it to improve their work;
- ask for help when they need it and engage positively with any support or intervention provided;
- approach challenge with resilience and be prepared to make mistakes, reflect and try again;
- produce authentic work and follow the school's Academic Integrity Policy;
- use technology, devices and Artificial Intelligence purposefully, responsibly and in accordance with teacher guidance;
- communicate respectfully with students and staff and contribute positively to the learning of others;
- take increasing ownership of their academic choices, progress and future plans.

Students are not expected to manage every challenge independently. Teachers, Academic Tutors, Pathway Managers, Heads of Faculty, University Guidance, Learning Support and other staff provide support where needed. Students are expected, in return, to engage with that support and take responsibility for acting on the guidance they receive.

Where students are not meeting these expectations, the school will identify concerns early and provide appropriate support and intervention. Where concerns continue despite support, further monitoring or formal intervention may be required.

IB Diploma Programme – Progress Expectations

IB Diploma students are expected to make sufficient academic progress across their six subjects and the DP Core to remain on track for successful completion of the Diploma.

Progress is monitored through Assessment Grades, On-Track Grades, Effort Grades, coursework and Internal Assessment progress, attendance and wider academic engagement.

Students are expected to:

- meet subject and Core deadlines;
- complete Internal Assessments, the Extended Essay, TOK and CAS requirements;
- respond to teacher and coordinator guidance;
- maintain appropriate progress across both Higher Level and Standard Level subjects;
- engage fully with any support or intervention identified by the school.

The formal requirements for the award of the IB Diploma are determined by the International Baccalaureate and are communicated to students through the IB Programme Handbook and current IB regulations.

The requirements for the award of the full IB diploma are as follows:

(adapted from *IB Diploma Assessment Procedures 2026*, Section A2.2 Award of the diploma)

- The minimum threshold for the award of the diploma is 24 points. If a student scores less than 24 points, the diploma is not awarded.
- CAS requirements have been met.
- There is no "N" awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The student has gained 12 points or more on HL subjects. (For students who register for four HL subjects, the three highest grades count.)
- The student has gained 9 points or more on SL subjects. (Students who register for two SL subjects must gain at least 5 points at SL.)
- The student has not received a penalty for academic misconduct.

A-Level Pass Requirements

A Level students are expected to make sufficient progress across their programme to remain on track for successful completion of their qualifications and appropriate progression to higher education.

Progress is monitored through Assessment Grades, On-Track Grades, Effort Grades, coursework and NEA progress where applicable, attendance and wider academic engagement.

Students are expected to:

- engage consistently with all subjects;
- complete required assessment, coursework and NEA within published deadlines;
- undertake regular independent study in addition to timetabled lessons;
- prepare appropriately for internal and external examinations;
- respond to teacher guidance and engage with any support or intervention identified by the school.

A Level grades are awarded by the relevant awarding body following completion of the required assessment components. The minimum passing grade for a full A Level is E; students whose performance does not meet the minimum standard will receive an ungraded result (U).

Coursework and NEA Requirements

Where a qualification includes coursework, Internal Assessment, practical work or Non-Examined Assessment (NEA), students are expected to complete all required components in accordance with school and awarding-body requirements.

Students must:

- meet published internal and external deadlines;
- follow the relevant assessment criteria and task requirements;
- attend required practical, assessment or supervision sessions;
- act on appropriate teacher feedback;
- ensure submitted work is authentic and complies with the Academic Integrity Policy.

Internal deadlines are set to allow sufficient time for marking, moderation, authentication and submission to the relevant awarding body. Students are therefore expected to treat internal deadlines as formal academic deadlines.

Subject-specific requirements are communicated by teachers and Heads of Faculty. Additional requirements relating to the Science Practical Endorsement are set out in Appendix 5 – Science Practical Endorsement Policy.

Extended Project Qualification (EPQ)

Students undertaking the EPQ are expected to complete all required stages of the qualification, including:

- an approved project proposal;
- planning, research and development;
- the required production log and reflection;
- a final written or practical outcome;
- a presentation;
- all required assessment and submission processes.

Students work with an allocated supervisor but remain responsible for managing their project, meeting deadlines and ensuring that the work submitted is their own.

The EPQ is completed and assessed in accordance with the requirements of the relevant awarding body and the school's Academic Integrity Policy.

Examination Entry and Readiness

The school monitors students' academic progress and examination readiness throughout their programme.

Where concerns arise, students will be provided with appropriate support and clear expectations for improvement. This may include:

- Subject Support;
- Grade Booster;
- Supervised Study;
- independent study/revision plans;
- additional progress monitoring;
- meetings with students and parents;
- an Academic Support Agreement where appropriate.

Students are expected to engage fully with any support put in place and demonstrate sustained effort towards completing the requirements of their qualification.

Decisions relating to examination entry will take account of the requirements of the relevant awarding body, the student's completion of required assessment components and the evidence available regarding academic progress and engagement.

Any significant concern regarding examination entry should be identified and communicated to the student and parents as early as possible. Examination-entry decisions must follow the school's current examinations procedures and relevant awarding-body regulations.

Student Academic Support and Intervention

EF Academy Oxford provides a range of academic support and intervention designed to help students make progress, develop effective study habits and respond to difficulties before they become more significant.

Support should be:

- timely and proportionate;
- matched to the main barrier affecting the student;
- clearly communicated;
- reviewed regularly;
- supportive while reinforcing student responsibility.

The school's main academic support routes are:

Study Sessions

Study Sessions form part of the baseline academic provision for A Level students and provide structured time for independent study and completion of academic work.

Where timetabled, attendance is compulsory.

Learning Support

Learning Support is provided for students with identified SEND or other learning needs requiring individualised support.

Support is coordinated by the Inclusion Coordinator and Learning Support team and may include individual strategies, structured intervention, classroom adjustments or other appropriate provision.

English Support

English Support is provided where English language proficiency is the main barrier to academic progress.

Support is tailored to the student's needs and may focus on academic vocabulary, reading, writing, speaking, listening or subject-specific language.

Subject Support

Subject Support is provided by subject teachers to help students improve attainment within a particular subject.

It is available to students who wish to seek additional help and may become compulsory where assessment evidence indicates that additional subject support is required.

Grade Booster

Grade Booster is a targeted intervention for students who are engaging appropriately but whose attainment remains below expectation because of specific gaps in knowledge, understanding or examination technique.

It normally involves focused small-group or individual teaching and is reviewed regularly.

Sit Down and Do It

Sit Down and Do It is used where a student is capable of completing assessed work but has failed to do so.

The teacher identifies the outstanding work and the student is provided with a structured session in which to complete it. The intervention continues until sufficient progress has been made.

Additional Study

Additional Study is used where a student is capable of making progress but is not completing enough work because of poor effort, motivation, organisation or study habits.

Students are provided with specific work to complete within a structured and monitored programme. The intervention is reviewed after an appropriate period.

Supervised Study

Supervised Study is a structured evening intervention designed to support students who require closer monitoring of independent study.

Students may be placed in Supervised Study where concerns arise regarding:

- Effort Grades;
- work completion;
- organisation and independent study;
- academic progress;
- engagement with previous support.

Placement in Supervised Study is compulsory where assigned and is reviewed regularly.

Referral and Review

The type of support provided should reflect the main barrier to progress.

Where appropriate:

- SEND-related concerns should be referred to Learning Support;
- English-language concerns should be referred for English Support;
- subject knowledge or attainment gaps should be addressed through Subject Support or Grade Booster;

- work-completion or effort concerns should be addressed through Sit Down and Do It, Additional Study or Supervised Study.

Where concerns continue despite support, an Academic Support Agreement or further formal intervention may be introduced.

Students are expected to engage fully with all support that has been put in place for them.

Monitoring, Guidance and Accountability

Academic progress is monitored through assessment, tracking, attendance, engagement and ongoing professional judgement.

Concerns should be identified early, communicated clearly and followed by appropriate support. Responsibility for student progress is shared, but different staff have distinct roles.

Subject Teachers

Subject teachers are responsible for:

- monitoring progress, attendance and engagement within their subject;
- checking understanding and identifying gaps in learning;
- providing timely and constructive feedback;
- identifying students who may require additional support;
- implementing or referring students to the appropriate support route;
- communicating significant concerns promptly;
- ensuring assessment and tracking information is accurate and entered within published deadlines.

Subject teachers should not wait for a formal reporting point before raising a significant concern.

Academic Tutors

Academic Tutors provide regular oversight of the student's wider academic experience.

They are responsible for:

- reviewing attendance, Effort Grades and academic progress;
- supporting organisation, study habits and independent learning;
- helping students reflect on feedback and set appropriate priorities;
- identifying concerns that appear across more than one subject;
- communicating with subject teachers and Pathway Managers where additional support is required;
- supporting students to take increasing responsibility for their own progress.

Pathway Managers

Pathway Managers provide wider academic and pastoral oversight and are a key point of contact for students and families.

They are responsible for:

- monitoring patterns in attendance, effort, progress and wellbeing;
- coordinating support where concerns involve more than one subject or area;
- maintaining proactive communication with parents;
- bringing together relevant staff where additional intervention is required;
- monitoring Academic Support Agreements where these are in place;

- supporting student progression and future planning alongside University Guidance.

Pathway Managers work closely with Academic Tutors, subject teachers, Heads of Faculty, boarding staff, Learning Support and University Guidance.

Heads of Faculty

Heads of Faculty are responsible for maintaining academic standards and consistency within their faculty.

They are responsible for:

- monitoring assessment and tracking information;
- supporting moderation and consistency of grading;
- identifying patterns or concerns within subjects;
- supporting teachers with intervention and student progress;
- ensuring appropriate subject support is provided;
- ensuring assessment, reporting and academic expectations are implemented consistently.

Inclusion Coordinator

The Inclusion Coordinator oversees support relating to identified learning needs and barriers to learning.

The Inclusion Coordinator works with teachers, Academic Tutors, Pathway Managers, Learning Support and the Examinations Officer to ensure that appropriate support, reasonable adjustments and access arrangements are identified and implemented.

Director of University Guidance

The Director of University Guidance works with students, teachers, Pathway Managers and academic leaders to support appropriate university progression.

This includes:

- advising on university and course requirements;
- supporting subject and progression decisions;
- contributing to predicted-grade discussions where appropriate;
- identifying where academic progress may affect future options.

Academic Leadership Team

The Academic Leadership Team provides oversight of academic standards, assessment, tracking, reporting and intervention across the school.

The team reviews patterns in student performance, ensures appropriate support is in place and monitors the consistency and impact of academic processes.

Communication and the “No Surprises” Principle

The school operates a proactive “no surprises” approach to communication.

Significant concerns relating to:

- attendance or punctuality;
- academic progress;
- effort or engagement;
- missed work or coursework;
- examination readiness;
- wellbeing affecting learning;

should be communicated to students and parents promptly rather than being held until a formal report or Parent Consultation Meeting.

Communication should be clear, proportionate and focused on what needs to improve, what support is available and what action is expected from the student.

Escalation Where Academic Expectations Are Not Met

EF Academy Oxford expects students to engage fully with their academic programme and with any support provided to help them succeed.

Where a student continues to fall below academic expectations despite appropriate support, the school may increase the level of monitoring, intervention and accountability.

This may include:

- compulsory participation in identified support or intervention;
- increased academic monitoring;
- meetings with the student, parents and relevant staff, coordinated by the Pathway Manager;
- an Academic Support Agreement with clear expectations, actions and review points;
- review by the Pathway Manager, Head of Faculty or Academic Leadership Team;
- review of the student's programme or progression plan where appropriate;
- further pastoral or disciplinary action where concerns also involve behaviour, attendance or repeated failure to follow reasonable staff instructions.

Escalation should be proportionate to the concern and should clearly identify:

- what the concern is;
- what improvement is required;
- what support the school will provide;
- what action the student is expected to take;
- when progress will be reviewed.

Academic Support Agreements

An Academic Support Agreement may be introduced where a student is not making sufficient progress because of concerns such as:

- repeated failure to complete homework, coursework or directed study;
- insufficient independent study;
- persistent organisation or preparation difficulties;
- continued low effort or engagement;
- failure to engage with agreed academic support;
- ongoing concerns across several subjects.

The agreement should set clear and achievable targets, identify the support available to the student and establish a regular review process.

The Pathway Manager is responsible for coordinating the Academic Support Agreement, communicating it to parents and reviewing progress with the student and relevant staff.

Academic Support Agreements are intended to support improvement while making clear the student's responsibility for engaging with their programme.

Programme and Progression Review

Where significant academic concerns persist, the school may review whether the student's current programme, subject combination or progression plan remains appropriate.

Any proposed change will be considered carefully with the student and parents and will involve relevant academic staff and University Guidance. The Pathway Manager will coordinate communication with the family throughout this process.

Programme changes are not automatic and will depend on academic suitability, qualification requirements, timetable and operational considerations, and any relevant immigration or regulatory requirements.

Where a change of academic programme is not possible, University Guidance will work with the student to explore realistic progression options.

Communication

The school operates a "no surprises" approach.

Where significant academic concerns arise, the Pathway Manager is responsible for coordinating communication with parents. Subject teachers, Academic Tutors, Heads of Faculty and other relevant staff should provide the Pathway Manager with clear and timely information so that communication with the family is accurate, joined-up and consistent.

Significant concerns should be communicated promptly and should not first emerge through a formal report, Parent Consultation Meeting or escalation process.

Students and parents should understand:

- the nature of the concern;
- what improvement is required;
- what support has been put in place;
- what action the student is expected to take;
- when progress will next be reviewed.

Visa Sponsorship and Academic Engagement

Where a student is studying under school-sponsored immigration arrangements, attendance and academic engagement will be monitored in accordance with the school's relevant attendance, admissions and visa-compliance procedures.

Serious or persistent concerns relating to attendance or academic engagement will be escalated appropriately and may have implications for continued sponsorship.

Any action relating to visa sponsorship will be managed separately through the school's formal compliance procedures.

Academic Tutoring and Pathways Support

Pathways Support is an important part of the student experience at EF Academy Oxford. It brings together academic guidance, personal development, wellbeing, university preparation and community life, helping students develop as confident, independent learners.

Pathways Support is delivered through regular Tutor Time, extended Pathways Support sessions and individual meetings with Academic Tutors and Pathway Managers. Attendance at scheduled sessions is expected and recorded.

Pathways Support Programme

The programme is designed around four broad areas:

- Academic and Study Skills – including organisation, study strategies, critical thinking, research, reading, writing and examination preparation;
- Personal Development – including confidence, resilience, communication, collaboration and leadership;
- Future Readiness – including university guidance, decision-making, responsible use of Artificial Intelligence and preparation for life beyond school;
- Wellbeing and Global Awareness – including health and wellbeing, digital wellbeing, healthy relationships, mindfulness and international-mindedness.

The programme may also include workshops, speakers, university activities, study trips, discussions and other opportunities appropriate to the needs of each year group.

At key points in the academic year, regular Pathways Support sessions may be adapted to provide additional examination or subject support.

Academic Tutor

Each student has an Academic Tutor who leads Tutor Time and supports their day-to-day academic development.

Academic Tutors help students to:

- understand their academic progress and expectations;
- develop effective study and organisation habits;
- reflect on feedback and identify next steps;
- explore ideas and opportunities beyond the taught curriculum;
- become increasingly curious, confident and independent learners;
- identify when additional academic or pastoral support may be required.

Where wider or ongoing concerns arise, the Academic Tutor works closely with the student's Pathway Manager.

Pathway Manager

The Pathway Manager provides wider oversight of the student's academic progress, wellbeing, personal development and future planning.

Regular meetings with the Pathway Manager may consider:

- academic progress and learning habits;
- wellbeing and adjustment to school life;
- short-term priorities and longer-term goals;
- strategies for improvement;
- extracurricular and supercurricular engagement;
- university preparation and progression.

Where significant concerns arise, the Pathway Manager is responsible for coordinating support and communication with parents.

Personal Development Plan

Each student maintains a Personal Development Plan (PDP), which provides a framework for reflection, goal-setting and personal responsibility.

The PDP is reviewed regularly with the Pathway Manager and encourages students to:

Reflect → Set goals → Take action → Review progress

It may include:

- academic progress and study habits;
- assessment reflection;
- wellbeing and balance;
- personal and skills development;
- deadlines and priorities;
- extracurricular and supercurricular involvement;
- university exploration and preparation.

The PDP should help students take increasing ownership of their progress and provide a clear record of priorities, actions and development over time.

Towards the end of Year 1, the PDP may also inform the student's University Preparation Roadmap and priorities for the summer and Year 2.

Working Together

Academic Tutors and Pathway Managers work closely with subject teachers, Heads of Faculty, University Guidance, Learning Support, boarding staff and other relevant colleagues.

The purpose of this joined-up approach is to:

- identify concerns early;
- provide appropriate support;
- ensure communication is clear and consistent;
- help students understand expectations and next steps;
- develop independence and personal responsibility.

Recognition and Positive Contribution

EF Academy Oxford recognises that academic success includes not only attainment, but also effort, improvement, resilience, responsibility and positive contribution to the learning community.

Students should be recognised for achievements including:

- sustained academic effort;
- academic achievement or significant improvement;
- responding positively to feedback and challenge;
- resilience and perseverance;
- supporting the learning and success of others;
- demonstrating leadership, initiative or service;
- contributing positively to the academic and wider school community.

Recognition may include:

- verbal praise and positive feedback;
- Orah Merits;
- commendations or certificates;
- positive communication with parents;
- recognition through Tutor Time, assemblies or school communications;
- faculty or whole-school awards;
- end-of-year and Prize Giving recognition.

Academic achievements, commendations and significant positive contributions should be recorded through Orah where appropriate, supporting consistent recognition and celebration across the school.

Recognition should reflect both achievement and progress and should help reinforce the habits, attitudes and behaviours that support long-term academic success.

Further information about rewards, recognition and behaviour expectations is set out in the Behaviour Policy**.**

Authorised Absence from Lessons

EF Academy Oxford expects students to attend all timetabled lessons, Tutor Time, required academic support, examinations and other scheduled school commitments.

Students are expected to maintain attendance of at least 95%. Planned appointments, travel and other commitments should be arranged outside lesson time wherever reasonably possible.

Requesting Authorised Absence

Students must seek approval in advance for any planned absence from lessons or other school commitments.

The Pathway Manager is the first point of contact for requests for authorised absence.

Students should:

- discuss the proposed absence with their Pathway Manager as early as possible;
- provide appropriate supporting evidence where required;
- wait for confirmation that the absence has been authorised;
- complete the relevant Orah request before leaving campus or missing scheduled activities.

Submitting an Orah request or informing a member of staff does not, by itself, mean that an absence has been authorised.

The Pathway Manager will seek further approval from the Deputy Head of School where required.

Reasons for Authorised Absence

Authorised absence may include:

- university admissions tests, interviews or other approved admissions activities;
- school-approved academic activities and educational visits;
- external examinations or approved assessments;
- medical appointments that cannot reasonably be arranged outside school hours;
- visa, immigration, embassy or other required official appointments;
- bereavement or significant family circumstances;
- military service obligations where applicable;
- other exceptional circumstances approved by the school.

Supporting documentation may be required before an absence is authorised.

Approval is not automatic. The school will consider the reason for the absence, the evidence provided, the likely impact on the student's education and any relevant attendance or safeguarding considerations.

Responsibility for Missed Learning

An authorised absence does not remove the student's responsibility for missed learning.

Students are expected to:

- check what work has been missed;
- obtain relevant materials and information;
- complete missed classwork, homework or assessments as required;
- attend any catch-up or support sessions identified by teachers.

Teachers will provide reasonable support, but students are expected to take responsibility for catching up promptly.

Unauthorised Absence

Absence without appropriate approval or evidence may be recorded as unauthorised.

Repeated or significant attendance concerns will be managed in accordance with the Attendance Policy and may result in additional monitoring, support, parent communication or further intervention.

Where relevant, attendance and engagement may also have implications for the school's visa-sponsorship responsibilities.

Further information is available in the Attendance Policy and Student Handbook.

Digital Learning, Artificial Intelligence (AI) and Online Safety

Technology is an important part of learning at EF Academy Oxford. Students are expected to develop the digital literacy, judgement and independence required to use technology effectively at school, university and beyond.

Digital tools should support learning, not replace it.

Students are expected to use technology:

- purposefully;
- responsibly and safely;
- respectfully;
- in ways that support rather than distract from learning;
- in accordance with teacher instructions and school policies.

Artificial Intelligence and Learning

EF Academy Oxford recognises Artificial Intelligence as an increasingly important part of education, higher education and future employment.

Students should develop the ability to use AI critically, ethically and intelligently.

The central principle is:

AI is a tool; the student remains the learner.

AI may be used to support learning by helping students:

- check or deepen their understanding of a concept;
- generate practice questions or revision activities;
- identify gaps in their knowledge;
- explore different explanations or perspectives;
- brainstorm ideas or possible research directions;
- organise study and plan their approach to a task;
- practise language skills;
- receive feedback on clarity, structure or organisation;
- support reflection and revision.

These uses should help students think more effectively rather than remove the need to think.

Students are still expected to:

- make a genuine independent attempt at their work;
- practise and develop their own skills;
- think critically and solve problems;
- learn from mistakes and challenge;
- develop their own academic voice;
- make their own academic judgements.

AI should not become a substitute for reading, writing, research, calculation, problem-solving, revision or other skills that students need to develop for themselves.

Critical Use of AI

AI-generated information is not automatically reliable.

Students should understand that AI tools may produce information that is inaccurate, incomplete, misleading, biased or entirely fabricated.

Students are therefore expected to:

- question AI-generated responses;
- verify important information using reliable sources;
- check quotations, references, data and factual claims;
- compare information with course materials and other appropriate sources;
- make their own judgement about whether information is trustworthy and useful.

Responsibility for the accuracy of work always remains with the student.

Teacher Guidance and Different Types of Work

There is no single rule for AI use across every subject or task.

Appropriate use will depend on:

- the purpose of the task;
- the subject;
- the skills being assessed;
- whether the work is formative or assessed;
- IB, JCQ or awarding-body requirements.

Teachers will make clear when and how AI may be used.

Students must follow the instructions given for each task. If they are unsure whether a particular use of AI is permitted, they should ask their teacher before using it.

Something that is appropriate during revision or early exploration may not be appropriate in assessed work.

AI and Assessed Work

All work submitted for assessment must meet the authenticity and academic integrity requirements of the relevant qualification.

Students remain responsible for any work submitted in their name.

Where AI use is permitted, students must follow teacher and awarding-body guidance regarding acknowledgement, citation or declaration.

Students must not:

- submit AI-generated work as if it were entirely their own;
- use AI to replace the thinking, analysis or skill that a task is intended to assess;
- fabricate or use fabricated references, quotations, data or evidence;
- use AI where a teacher, examination condition or awarding body prohibits it;
- conceal AI use where declaration or acknowledgement is required.

Concerns about inappropriate AI use in academic work will be managed under Appendix 2 – Academic Integrity Policy and the relevant qualification requirements.

Digital Independence and Balance

Students should be able to learn effectively with and without technology.

They are expected to continue developing:

- independent study habits;
- note-taking;
- reading and research skills;
- writing;
- mathematical and problem-solving skills;
- revision and retrieval practice;
- discussion and communication skills.

Students should also manage their devices in ways that support concentration, wellbeing and healthy study habits. Teachers may restrict or direct the use of devices during lessons or academic activities where this supports learning.

Online Safety and Responsible Digital Behaviour

Students are expected to behave safely and responsibly online.

They should:

- protect passwords, accounts and personal information;
- communicate respectfully;
- respect the privacy and rights of others;
- use school systems and resources appropriately;
- report online safety concerns, cyberbullying or inappropriate content;
- follow reasonable staff instructions regarding technology and device use.

Online behaviour that affects the safety, dignity, wellbeing or learning of others will be managed in accordance with the Behaviour Policy and Safeguarding Policy.

Further guidance is provided in the Academic Integrity Policy, Behaviour Policy, Safeguarding Policy and Student Handbook.

Digital Platforms: Google Workspace and ManageBac

EF Academy Oxford uses ManageBac and Google Workspace as its main digital platforms for teaching, learning, organisation and communication.

ManageBac

ManageBac is the school's primary platform for:

- curriculum and course information;
- assessment dates and deadlines;
- assessment results and feedback;
- academic tracking and reporting;
- student timetables and calendars;
- communication relating to teaching and learning.

Teachers are expected to keep relevant information accurate and up to date and to publish assessment information in line with the school's assessment and reporting procedures.

Students are expected to:

- check ManageBac regularly;
- monitor deadlines, assessments and academic communications;
- review feedback and tracking information;
- use the platform to help manage their academic responsibilities.

Google Workspace

Google Workspace supports:

- communication and collaboration;
- access to learning materials;
- file storage and organisation;
- completion and submission of work where appropriate;
- shared academic resources.

Google Classroom may be used by teachers where appropriate to support subject teaching and organisation.

Students are expected to maintain organised digital files and to use school systems responsibly and professionally.

Responsibility for Digital Organisation

Students are responsible for managing their academic information, deadlines and resources across the school's digital platforms.

If a student experiences a technical issue, they should report it promptly and seek support. Technical difficulties should not normally be used as a reason for missed deadlines where reasonable alternative arrangements have been available.

Teachers should ensure that students understand:

- where learning materials can be found;
- how work should be submitted;
- assessment requirements and deadlines;
- relevant expectations regarding Academic Integrity and the use of AI.

Further expectations relating to digital behaviour, online safety and responsible technology use are set out elsewhere in this policy and in the Behaviour Policy, Safeguarding Policy and Student Handbook.

Appendix 1 – Language Policy

Purpose

EF Academy Oxford is an international school community in which students bring a wide range of languages, cultures and educational experiences.

Language is central to learning, identity, communication and belonging. The school therefore recognises the importance of developing students' proficiency in the language of instruction while also valuing and supporting the languages that form part of their individual identity.

This policy sets out the school's approach to:

- English as the principal language of instruction;
- plurilingualism and international-mindedness;
- home language and mother-tongue development;
- additional-language learning;
- English language development;
- language within teaching, learning and assessment;
- identification of students' language needs;
- access to the IB Diploma and A Level curricula;
- responsibilities for supporting language development across the school.

The policy applies to students on both the IB Diploma and A Level programmes.

Language Philosophy

EF Academy Oxford believes that language learning is the responsibility of the whole school community.

Our students come from many different linguistic and cultural backgrounds. This diversity is an important educational strength and provides students with daily opportunities to encounter different perspectives, develop cultural understanding and communicate across languages and cultures.

The school aims to develop students who:

- communicate confidently and appropriately in English;
- value their own language and cultural identity;
- respect the languages and identities of others;
- develop proficiency in additional languages;
- understand that language influences knowledge, culture and perspective;
- can adapt their communication for different academic, social and cultural contexts;
- develop the academic language required for successful university study.

The school supports an additive approach to multilingualism. Developing English should add to a student's existing linguistic repertoire rather than replace their home language or languages.

Students should be encouraged to see plurilingualism as an academic, cultural and personal strength.

English as the Language of Instruction

English is the principal language of instruction at EF Academy Oxford and the common language through which students from different linguistic backgrounds participate in school life.

Students therefore need sufficient English proficiency to access their programme successfully and are expected to continue developing their English throughout their time at the school.

Academic language development includes:

- reading increasingly complex academic texts;
- writing accurately and appropriately for different subjects and purposes;
- listening and responding effectively;
- speaking with clarity and confidence;
- presenting ideas and arguments;
- developing subject-specific vocabulary;
- interpreting visual, written and digital information;
- participating effectively in academic discussion.

English should normally be used in lessons so that all members of the class are able to participate and so that students continue to develop the academic English required for their studies.

However, the school recognises that appropriate use of another language can sometimes support learning. Students may, where appropriate, use their home language to explore an idea, clarify understanding, research, reflect or support another student before expressing their final understanding in the language required for the task.

Teachers should use professional judgement to ensure that multilingual practices support learning and inclusion rather than exclude others from classroom discussion.

All Teachers are Language Teachers

Language development takes place in every subject.

All teachers are therefore responsible for helping students access and use the language of their discipline.

Teachers should:

- make important subject vocabulary explicit;
- model appropriate academic language;
- explain unfamiliar terminology and command words;
- check understanding regularly;
- provide appropriate scaffolding where language may create a barrier to learning;
- teach students how to communicate effectively within their subject;
- support the development of reading, writing, speaking and listening skills where relevant;
- distinguish, where possible, between a gap in subject understanding and a language-related barrier;

- provide feedback that helps students improve both subject understanding and academic communication.

Support for language should maintain appropriate academic challenge. Students should be helped to access demanding learning rather than having expectations unnecessarily reduced.

The School Language Profile

The school gathers information about each student's language background as part of admissions and induction.

The language profile may include:

- first or home language(s);
- languages previously used for education;
- English language proficiency;
- additional languages studied;
- previous language qualifications;
- literacy in different languages;
- the student's intended IB or A Level programme;
- any language requirements connected with future university study.

Information from admissions, previous school records, baseline testing, teacher assessment and student discussion may be used to establish an appropriate language profile.

Language development should continue to be monitored after admission. A student who appears able to communicate socially in English may still require support with the more demanding academic language needed for successful study.

Where additional needs become apparent, teachers should refer the student through the school's appropriate English or Learning Support processes.

English Language Support

Students whose English proficiency creates a barrier to full access to the curriculum will receive additional support appropriate to their needs.

Support may include:

- individual or small-group English Support;
- development of academic reading and writing;
- subject-specific vocabulary and language;
- support with speaking and listening;
- examination and assessment language;
- academic communication and presentation skills;
- targeted preparation for an external English-language qualification where appropriate;
- additional strategies within subject lessons.

The type and intensity of support will depend on the student's language profile and academic needs.

English Support should be coordinated with subject teaching wherever possible so that students can apply language development directly to their academic programme.

Progress should be reviewed regularly, and support may be adjusted as the student becomes increasingly independent.

IB Diploma Programme

Language learning is a central part of the IB Diploma Programme.

Students studying the full Diploma normally study both a Language A course, which should normally be a student's best or first language, and a Language B Course, i.e an additional language through language acquisition.

Language choices are made in consultation with the student, IB Coordinator and relevant academic staff and should take account of:

- the student's language background;
- previous study;
- proficiency and literacy;
- academic strengths;
- the overall Diploma programme;
- university aspirations;
- current IB requirements;
- available school provision.

Students should be placed at an appropriate level. The school will not normally place a student in a language course that does not reflect their previous experience or current proficiency.

Where appropriate and permitted under IB regulations, the school may support students in studying a Language A through the school-supported self-taught route. This provision enables the school to recognise and support linguistic diversity where the relevant language is not taught directly within the normal timetable.

The range of Language A, Language B and ab initio courses offered by the school is reviewed regularly and may vary according to the profile of the student body, staffing and IB requirements.

A Level Students

A Level students also continue to develop their academic English throughout their programme.

Where appropriate, students may receive additional English Support or preparation for an external English-language qualification required for university progression.

Students who are able to gain an appropriate qualification in a home or additional language may be encouraged to do so where this is academically appropriate and operationally possible.

University English-language requirements vary. Students should work with University Guidance and relevant teaching staff to understand the requirements of the institutions to which they intend to apply.

Home Languages and Mother Tongue

EF Academy Oxford values students' home languages and encourages students to maintain and develop them.

Maintaining a strong home language can support:

- identity and belonging;
- family and cultural connections;
- wider language development;
- cognitive development;
- access to literature, ideas and perspectives;
- future study and employment.

Students are encouraged to read, communicate and engage with cultural and academic material in their home language where appropriate.

The school seeks opportunities to celebrate the linguistic diversity of the community through academic study, activities, events, student leadership and wider school life.

Where possible, students should have opportunities to share languages and cultures with others while recognising that the common use of English is also important in ensuring that members of an international community are included.

Additional-Language Learning

The school believes that learning additional languages develops communication, cultural understanding and international-mindedness.

Within the IB Diploma, students may study Language Acquisition courses at the appropriate level in accordance with IB requirements.

Language provision is reviewed regularly and will depend upon student need, programme requirements and available staffing.

Outside formal lessons, students are encouraged to make use of the international nature of the school community to practise languages, learn from native or proficient speakers and develop curiosity about languages and cultures different from their own.

Language, Inclusion and Access to Learning

Language need should not automatically be interpreted as a learning difficulty.

Equally, an identified learning need should not be assumed to arise simply because a student is studying in an additional language.

Teachers, the Inclusion Coordinator, English Support staff, Academic Tutors and Pathway Managers should work together where necessary to distinguish between:

- English-language development;
- subject-specific gaps in knowledge or skills;
- literacy difficulties;
- identified SEND or learning needs;
- adjustment to a new educational system.

Where language creates a barrier to accessing learning, appropriate strategies should be put in place while maintaining suitable academic expectations.

Approved access arrangements must be considered separately and implemented in accordance with the relevant IB, JCQ and awarding-body requirements.

Language in Teaching and Learning

Teachers should provide learning environments in which students are encouraged to communicate, question, read, write, listen and present with increasing confidence and sophistication.

Appropriate strategies may include:

- explicit teaching of key terminology;
- activating prior knowledge;
- modelling academic writing and responses;
- using examples and exemplars;
- structured discussion;
- visual support;
- checking understanding;
- appropriate use of bilingual or translation dictionaries;
- breaking complex instructions into accessible stages;
- opportunities to rehearse language before formal responses;
- scaffolds that are gradually removed as independence develops.

Teachers should be mindful that students may understand a concept before they possess the English required to express that understanding fully.

At the same time, students should increasingly be expected to use the language and conventions required by their programme and subject.

Language and Assessment

Assessment should allow students to demonstrate subject knowledge and skills while recognising that language is an important part of academic communication.

Teachers should make the language demands of assessment clear, including:

- command terms;
- subject-specific vocabulary;
- expected forms of response;
- academic conventions;
- appropriate use of evidence and terminology.

Formative Assessment

Formative assessment should be used to identify language strengths and barriers and to inform subsequent teaching.

Students should receive feedback that helps them develop the language required to improve their academic performance.

Summative Assessment

Summative assessment should reflect the requirements and standards of the relevant IB or A Level course.

Where language itself is not the principal focus of the assessment, teachers should distinguish as far as reasonably possible between limitations in language proficiency and limitations in subject understanding, while continuing to apply the relevant assessment criteria.

For externally assessed or formally authenticated work, students must follow the language and response requirements of the relevant awarding organisation.

Translation and Digital Tools

Translation tools, dictionaries and Artificial Intelligence can sometimes support language learning, but they must not replace students' own development of language proficiency.

Teachers will determine when such tools are appropriate.

Students should:

- use translation tools to support understanding rather than routinely replace their own language production;
- verify translations and AI-generated language;
- recognise that automated tools may alter meaning or produce inaccurate language;
- follow teacher instructions and Academic Integrity requirements;
- ensure that assessed work remains authentic.

Where an assessment or qualification places restrictions on translation or AI tools, those requirements take precedence.

Language Beyond the Classroom

Language development takes place throughout school life.

Students are encouraged to develop communication skills through:

- Tutor Time and Pathways Support;
- boarding and community life;
- clubs and activities;
- presentations and public speaking;

- debate and discussion;
- university preparation;
- trips and cultural activities;
- leadership and service opportunities.

Students should be encouraged to communicate across friendship and language groups and to contribute to an inclusive international community.

Responsibilities

Students

Students are expected to:

- make active efforts to develop their English and other languages;
- participate positively in language learning;
- seek support where needed;
- respond to feedback;
- communicate in ways that include and respect others;
- maintain and value their home language where possible;
- follow subject and assessment requirements relating to language use.

Teachers

Teachers are expected to:

- recognise their role in supporting academic language;
- understand the linguistic needs of their students;
- use appropriate strategies to make learning accessible;
- identify and communicate concerns early;
- work with English Support and Inclusion colleagues where needed;
- maintain appropriate academic challenge.

Academic Tutors and Pathway Managers

Academic Tutors and Pathway Managers support students in understanding how language development affects their wider academic progress and help coordinate appropriate support.

Where significant concerns arise, the Pathway Manager should coordinate communication with parents and relevant staff.

Appendix 2 – Academic Integrity Policy

Statement and Scope

Academic integrity is central to teaching, learning and assessment at EF Academy Oxford.

It means acting honestly, responsibly and ethically so that work submitted by a student is a genuine reflection of that student's own knowledge, understanding, skills and thinking.

Academic integrity is not simply a set of rules about plagiarism or examinations. It is part of the school's approach to learning and should be taught, modelled and reinforced throughout a student's time at EF Academy Oxford.

This policy applies to:

- IB Diploma Programme students;
- A Level students;
- EPQ students;
- all formal and informal assessment;
- IB Internal Assessments, Extended Essay, TOK and other internally or externally assessed work;
- A Level coursework and Non-Examined Assessment (NEA);
- examinations;
- classwork, homework and independent study where authenticity is relevant;
- the use of Artificial Intelligence and other digital tools;
- students, teachers and other staff involved in teaching, assessment and examination processes.

The policy should be read alongside the relevant IB, JCQ and awarding-body regulations and the school's Assessment, Behaviour and Digital Learning provisions.

Our Approach

EF Academy Oxford seeks to develop students who understand why academic integrity matters, not simply students who know how to avoid being caught.

Academic integrity supports:

- genuine learning;
- fairness between students;
- reliable and valid assessment;
- respect for the ideas and work of others;
- trust between students, teachers, universities and awarding organisations;
- the development of skills students will need in higher education and employment.

Students should understand that mistakes can be part of learning. The school will therefore place strong emphasis on education, prevention, clear expectations and early intervention.

However, work submitted for formal assessment must meet the requirements of the relevant qualification. Where academic misconduct is suspected, the school must follow the appropriate school, IB, JCQ or awarding-body procedure.

Key Definitions

Academic Integrity

Academic integrity means producing legitimate, authentic and honest work and acting responsibly throughout the learning and assessment process.

Student Academic Misconduct

Student academic misconduct is behaviour, whether deliberate or inadvertent, that may give the student or another person an unfair advantage, disadvantage another student, or compromise the integrity of an assessment or examination.

School Maladministration

School maladministration is an action or failure by the school or a member of staff that breaches assessment regulations or threatens the integrity of examinations or assessments.

Good Academic Practice

Students are expected to:

- produce their own work;
- distinguish clearly between their own ideas and the ideas of others;
- acknowledge sources appropriately;
- use quotation, paraphrase and referencing correctly;
- keep appropriate records of research and sources;
- follow the instructions given for each assessment;
- work independently where independent work is required;
- collaborate only when collaboration is permitted;
- keep appropriate drafts, notes and evidence of their working process;
- use technology and Artificial Intelligence transparently and in accordance with teacher and qualification requirements;
- seek clarification before submission if they are unsure what is permitted.

Academic integrity applies to all forms of material, including:

- written text;
- ideas and arguments;
- images and artwork;
- music and performance;
- data;
- graphs and tables;
- computer code;
- photographs and video;
- translations;
- research findings;
- Artificial Intelligence-generated material.

Referencing and Acknowledgement

Students must acknowledge the work, ideas and material of others using the referencing approach required by their subject or programme.

Students should be taught how to:

- quote accurately;
- paraphrase appropriately;
- construct bibliographies and reference lists;
- acknowledge visual, digital and multimedia material;
- reference datasets and computer code where appropriate;
- identify where another person or digital tool has contributed to their work.

Referencing should make the origin of material clear to the reader.

Poor referencing may arise from misunderstanding rather than deliberate dishonesty. Teachers should therefore teach and reinforce referencing skills throughout the programme rather than assume students already possess them.

However, once work is submitted for formal assessment, students are responsible for ensuring that sources have been appropriately acknowledged.

Plagiarism

Plagiarism occurs where the ideas, words or work of another person or source are represented as the student's own without proper, clear and explicit acknowledgement.

This may include:

- copying text directly without acknowledgement;
- close or inadequate paraphrasing;
- using another student's work;
- using material from websites, books, articles or other sources without acknowledgement;
- submitting translated material as the student's own original work;
- using images, data, code, music or other creative material without acknowledgement;
- using AI-generated material without appropriate acknowledgement;
- reusing previously submitted work where this is not permitted.

Plagiarism may be intentional or unintentional. Both can compromise the validity of assessment.

Collaboration and Collusion

Collaboration is an important part of learning and is encouraged where appropriate.

However, students must understand the distinction between legitimate collaboration and inappropriate assistance.

Collusion may include:

- allowing another student to copy work;
- copying another student's work;
- writing or completing work for another student;
- submitting work completed jointly where individual work was required;
- receiving excessive assistance from another student, parent, tutor or third party;
- sharing assessed work in a way that enables another student to gain an unfair advantage.

Teachers should make clear when students may work together and what must ultimately be completed independently.

Artificial Intelligence

AI and Learning

EF Academy Oxford does not take a blanket approach of banning Artificial Intelligence.

AI tools are increasingly part of education, university and employment. Students therefore need to learn to use them critically, ethically and effectively.

As set out elsewhere in this Academic Policy:

AI should support learning rather than replace it.

Students may, where permitted, use AI to support activities such as:

- developing understanding;
- exploring ideas;
- generating practice or revision questions;
- identifying gaps in knowledge;
- planning;
- exploring research directions;
- practising language;
- receiving feedback on clarity or organisation.

Teachers will determine what is appropriate within their subject and for a particular task.

Use that is appropriate during learning, revision or exploration may not be appropriate in formal assessment.

AI and Formal Assessment

Work submitted for qualification assessment must demonstrate the student's own knowledge, understanding, skills and independent thinking.

Students must not use AI in a way that means the assessment no longer reflects their own work.

Examples of misuse may include:

- copying AI-generated material and presenting it as the student's own;

- paraphrasing AI-generated material so extensively that the work is no longer independently produced;
- using AI to generate analysis, evaluation, calculations or other content that the student is expected to produce;
- submitting AI-generated code, images, data or other content as the student's own;
- fabricating references, quotations, data or evidence;
- using AI where it is specifically prohibited;
- failing to acknowledge AI where acknowledgement is required;
- providing incomplete or misleading information about how AI was used.

Students remain responsible for everything submitted in their name.

Acknowledging AI Use

Where AI has been used and its use is permitted, students must follow the acknowledgement requirements of the relevant programme, qualification or awarding body.

As appropriate, this may require students to retain and provide:

- the name of the AI tool used;
- the date of use;
- the prompt or question entered;
- a copy or screenshot of the AI-generated response;
- an explanation of how the output was used;
- an appropriate in-text acknowledgement or citation;
- an entry in the bibliography or reference list.

Students should not cite an AI tool as a substitute for researching reliable sources.

Where AI provides sources, quotations, references or factual claims, these must be independently checked before use.

For JCQ-regulated assessments, students using AI as a source of information must follow current JCQ acknowledgement requirements and retain the relevant prompts and AI-generated material for authentication purposes.

For IB assessment, any AI-generated text, image or other product included within assessed work must be clearly identified and referenced in accordance with current IB expectations.

AI and Marking

Acknowledging AI use does not automatically mean that the use was appropriate or that marks can be awarded for AI-generated content.

Where assessment criteria require the student independently to demonstrate a skill, knowledge or understanding, the student cannot receive credit for material where that requirement has instead been met by AI.

Teachers remain responsible for the assessment decisions they make.

Artificial Intelligence must not be used as the sole marker of student work.

Language and Translation Tools

Students must follow subject-specific and qualification-specific rules regarding translation, grammar and language-support tools.

For IB Language Acquisition assessments, tools that rewrite or generate the language being assessed are not permitted where this would prevent the student demonstrating their own language proficiency.

Students must not write assessed work in one language and use a translation tool to generate the version submitted as their own work where this is prohibited by the qualification.

Appropriate access and inclusion arrangements are considered separately in accordance with the relevant regulations.

Authentication of Student Work

Authentication is a process, not a single software check at the point of submission.

Teachers should be able to have reasonable confidence that assessed work is the student's own.

This may be established through:

- seeing the work develop over time;
- staged deadlines and drafts;
- research notes and planning documents;
- version history;
- laboratory, fieldwork or practical records;
- code repositories or development logs;
- production logs;
- supervised work;
- comparison with previous work;
- discussion with the student;
- viva voce or other oral questioning where appropriate;
- checking sources and data;
- Turnitin or other approved tools;
- AI-detection tools as one possible part of a wider body of evidence.

Students should be able to explain:

- what they have written or produced;
- how they developed their ideas;
- the sources they used;
- their methodology;
- the choices they made;
- any use of AI or other assistance.

Teachers should not authenticate work if they are not reasonably satisfied that it is the student's own.

Turnitin and Detection Tools

Turnitin and other approved tools may be used to support teaching, referencing, source checking and authentication.

Similarity scores or AI-detection scores are not, on their own, proof of academic misconduct.

Staff should interpret such information in context and alongside:

- the teacher's knowledge of the student;
- previous work;
- drafts and version history;
- research and planning evidence;
- the student's explanation of their work;
- other relevant evidence.

Where AI-detection tools are used, particular care should be taken because results may be affected by factors including the tool used, the proportion of AI-generated material, later editing and the student's level of English.

The purpose of detection technology is to support professional judgement, not replace it.

Responsibilities of Students

Students are responsible for:

- understanding the academic integrity expectations relevant to their programme;
- producing authentic work;
- meeting assessment requirements;
- acknowledging sources and assistance;
- keeping appropriate evidence of their working process;
- following instructions concerning collaboration and AI;
- completing authenticity declarations honestly;
- asking before submission if they are uncertain whether something is permitted;
- cooperating with any reasonable process to establish authenticity.

Students should never sign a declaration confirming that work is their own if they know that this is not the case.

Responsibilities of Teachers

Teachers are responsible for:

- teaching academic integrity explicitly;
- teaching appropriate research, referencing and source-use skills;
- making assessment expectations clear;
- explaining what forms of assistance, collaboration and AI use are permitted;

- providing the level of feedback allowed by the relevant qualification;
- monitoring the development of assessed work;
- retaining appropriate evidence of authentication;
- knowing the normal standard and style of their students' work;
- questioning significant or unexplained changes;
- following up concerns rather than knowingly authenticating work that may not be genuine;
- following IB, JCQ and awarding-body requirements;
- reporting concerns through the appropriate school process.

Teachers must not provide assistance that results in the work ceasing to be the student's own.

Responsibilities of Heads of Faculty

Heads of Faculty support consistency within their subject areas by:

- ensuring teachers understand relevant assessment and authentication requirements;
- supporting staff where concerns arise;
- ensuring appropriate moderation and record-keeping;
- identifying subject-specific risks relating to AI or academic misconduct;
- working with the IB Coordinator, Examinations Officer and Academic Leadership Team where formal procedures are required.

Responsibilities of the IB Coordinator

The IB Coordinator is responsible for:

- maintaining awareness of current IB academic integrity requirements;
- ensuring IB staff and students understand relevant expectations;
- supporting teachers with authentication and academic misconduct concerns;
- ensuring IB procedures are followed where misconduct or maladministration is suspected;
- liaising with the IB where required;
- maintaining appropriate records relating to IB assessment integrity.

Responsibilities of the Examinations Officer and Head of Centre

For JCQ-regulated qualifications, the Examinations Officer and Head of Centre are responsible for ensuring that relevant JCQ and awarding-body procedures are followed.

This includes:

- current Information for Candidates documents;
- authentication requirements;
- malpractice reporting;
- examination security;
- secure handling of assessment materials;
- liaison with awarding organisations where required.

The Head of Centre retains the responsibilities assigned to that role under JCQ regulations.

Parents and Guardians

Parents and guardians should understand that work submitted for assessment must be the student's own.

They should support the school by:

- encouraging good organisation and timely completion of work;
- avoiding excessive assistance with assessed work;
- reinforcing expectations regarding AI, referencing and authenticity;
- supporting the school when academic integrity concerns require investigation.

The Pathway Manager will normally coordinate communication with parents where a school-level academic integrity concern requires wider family involvement, working with the relevant academic lead.

Preventing Academic Misconduct

The school will seek to prevent misconduct through:

- clear expectations;
- direct teaching of academic integrity;
- age-appropriate discussion of ethical academic practice;
- subject-specific guidance;
- appropriate deadlines and staged assessment processes;
- development of research and referencing skills;
- discussion of AI and its limitations;
- regular teacher contact with students during assessed work;
- supervised completion of work where appropriate;
- appropriate use of authentication processes;
- communication with parents.

Academic integrity should form part of normal teaching and learning rather than only being discussed after a concern arises.

Suspected Student Academic Misconduct

Concerns about academic integrity should be addressed promptly, fairly and proportionately.

The school uses a progressive response to academic-integrity concerns. However, the seriousness and context of the incident must always be considered. A significant concern involving formal qualification assessment may need to move immediately to a higher level of response and/or be referred to the IB or relevant awarding organisation.

The requirements of the relevant qualification always take precedence over the school's internal process.

Initial Investigation

Where a teacher has reason to question the authenticity of work, they should:

1. Preserve the evidence
    - retain the submitted work, drafts, version histories, Turnitin information, AI records, research notes, data, code history or other relevant material.
2. Inform the appropriate academic lead
    - normally the Head of Faculty;
    - the IB Coordinator for IB assessment;
    - the Examinations Officer where JCQ or an awarding organisation may be involved.
3. Review the evidence
    - compare the work with previous work;
    - consider the student's normal standard and style;
    - review drafts and version history;
    - consider source and citation information;
    - review any AI use or declaration;
    - check the relevant subject and qualification requirements;
    - treat similarity or AI-detection data as supporting evidence rather than proof.
4. Meet with the student
    - explain the concern;
    - give the student an opportunity to respond;
    - ask the student to explain the work and how it was produced;
    - request additional evidence where appropriate.
5. Record the outcome
    - complete the school's Record of Academic Integrity Concern;
    - ensure the concern and outcome are recorded appropriately on Orah;
    - retain relevant evidence.

The outcome may be that:

- no academic misconduct occurred;
- poor academic practice occurred and requires guidance;
- academic misconduct occurred;
- further investigation is required.

Progressive School Response

Stage 1 – First Confirmed Concern

A first concern will normally be addressed by the subject teacher, with the Head of Faculty involved where the work is assessed.

The response should normally include:

- discussion with the student about what has occurred and why it is a concern;
- explicit guidance on academic integrity, referencing, permitted collaboration and/or AI use as relevant;
- formal recording of the incident;
- the Head of Faculty ensuring the concern is recorded appropriately on Orah;
- the Pathway Manager coordinating communication with parents/guardians;
- rectification of the concern where appropriate.

Rectification may include correcting referencing, rewriting or redoing work where this is permitted by the nature of the task and the relevant assessment regulations.

For ordinary classwork or school-only internal assessment, the teacher may require the work to be completed again so that genuine learning can be demonstrated.

For formally assessed qualification work, any opportunity to amend, replace or resubmit work must comply with the relevant IB, JCQ or awarding-body rules.

Stage 2 – Second Confirmed Concern

A further academic-integrity concern indicates that additional intervention is required.

The response should normally include:

- formal recording on Orah;
- review by the Head of Faculty;
- parent/guardian communication coordinated by the Pathway Manager;
- notification of the IB Coordinator for IB assessment or the Examinations Officer/relevant academic lead for JCQ-regulated assessment;
- a formal written warning;
- targeted academic-integrity guidance;
- increased monitoring of assessed work.

Where permitted, the student may be required to rewrite or begin a new assignment under supervised conditions.

Any such work must be completed without unauthorised AI, external assistance or other resources. Tools explicitly permitted by the teacher or qualification may still be used in accordance with the relevant instructions.

For school-only internal assignments, the school may decide not to award an academic grade where the work cannot be regarded as an authentic demonstration of the student's achievement.

For qualification assessment, marks or penalties must only be applied in accordance with the rules of the relevant IB or awarding organisation.

Stage 3 – Repeated or Serious Academic Integrity Concern

A third confirmed concern, a continuing pattern, or a particularly serious incident will result in formal escalation.

The response may include:

- referral to the Academic Leadership Team;
- formal recording of the concern and previous history;
- parent/guardian meeting;
- an Academic Support Agreement – Academic Integrity, setting out:
    - the concern;
    - expected behaviours;
    - student responsibilities;
    - required support and monitoring;
    - review arrangements;
    - consequences of any further concern;
- supervised completion or replacement of affected work where permitted;
- additional authentication measures across relevant subjects.

Where there is reasonable evidence that authenticity concerns may extend beyond the original piece of work, the school may review other relevant assessed work. This should be evidence-led and proportionate rather than an automatic review of every assignment.

Where a student cannot demonstrate that assessed work is their own, the school will not knowingly authenticate or submit that work as genuine.

This may have significant consequences for the student's qualification if authentic work cannot be produced within the rules and deadlines of the relevant programme.

Serious Incidents

The progressive stages above are a general framework and do not prevent the school from escalating a serious incident immediately.

Examples may include:

- substantial plagiarism in formal assessment;
- deliberate use of AI to produce significant assessed content;
- fabricated data or references;
- deliberate falsification of authenticity records;
- examination misconduct;
- repeated misconduct across several subjects;
- providing or selling assessed work to another student;
- behaviour that threatens the integrity of an external qualification.

Where external reporting is required, this will take precedence over the normal staged response.

JCQ-Regulated Assessments

For qualifications governed by JCQ:

- where suspected AI misuse or other malpractice is identified before the student has signed the declaration of authentication, the matter will normally be dealt with through the school's internal procedure in accordance with current JCQ requirements;
- where suspected misuse is identified after the declaration of authentication has been signed, the school must follow the relevant JCQ and awarding-organisation malpractice reporting procedure.

Teachers must not authenticate work unless they are satisfied that it is the student's own.

The school does not determine an awarding-organisation sanction. Where a case is reported externally, the relevant awarding organisation determines any qualification-related penalty.

IB Assessment

For IB assessment, work that cannot be authenticated as the student's own must not be submitted as authentic work.

Where appropriate and permitted, the school may require a student to produce new authentic work or repeat work under appropriate supervision.

The school must not simply apply a marking penalty to unauthentic work and then submit it.

Where authentic work cannot be submitted within the relevant IB rules and deadlines, this may affect the student's ability to receive a grade for the subject and, consequently, the Diploma.

Where external referral is required, the IB Coordinator will follow the relevant IB procedure.

Parent Communication

Parents/guardians should be informed of confirmed academic-integrity concerns.

The Pathway Manager will normally coordinate parent communication, working with the subject teacher, Head of Faculty, IB Coordinator, Examinations Officer and Academic Leadership Team as appropriate.

This ensures that the family receives a joined-up account of:

- what has occurred;
- what evidence has been considered;
- the action being taken;
- what the student needs to do next;
- any implications for formal assessment.

Record of Academic Integrity Concern

The school will use a standard Record of Academic Integrity Concern to provide a consistent audit trail.

The record should include:

- student and assessment details;
- the nature of the concern;
- evidence collected;
- the student's explanation;
- findings;
- action taken;
- follow-up support;
- staff responsible for the decision and review.

Evidence may include:

- Turnitin or other similarity information;
- comparison with identified sources;
- comparison with another student's work;
- draft or version history;
- AI prompts and outputs where relevant;
- significant inconsistencies with previous work;
- student discussion or viva;
- teacher observations;
- other relevant evidence.

Records should distinguish between:

- no misconduct;
- poor academic practice requiring education or correction;
- confirmed academic misconduct.

Records must be stored securely and handled in accordance with the school's data-protection and record-keeping procedures.

Concerns should be addressed promptly, fairly and proportionately.

Initial Process

Where a teacher has reason to question the authenticity of work, they should:

1. Preserve the evidence
    - retain the submitted work, drafts, version histories, Turnitin information, AI records, research notes, data, code history or other relevant material.
2. Inform the appropriate academic lead
    - normally the Head of Faculty;
    - the IB Coordinator for IB assessment;
    - the Examinations Officer where JCQ or an awarding organisation may be involved.

3. Review the evidence
    - compare the work with previous work;
    - review the student's working process;
    - consider source and citation information;
    - review relevant subject and qualification requirements;
    - treat similarity or AI-detection data as supporting evidence rather than proof.
4. Meet with the student
    - explain the concern;
    - give the student an opportunity to respond;
    - ask the student to explain the work and its development;
    - request additional evidence where appropriate.
5. Determine the appropriate next step
    - based on the evidence, the stage of the assessment and the applicable IB, JCQ or awarding-body regulations.

A record of the concern, evidence, discussion and outcome should be retained.

Concerns Identified Before Formal Authentication or Submission

Where a concern is identified before work has been formally authenticated or submitted to an awarding organisation, the school will determine the appropriate response in accordance with the relevant qualification rules.

This may include:

- further teaching or guidance;
- requiring appropriate corrections to referencing;
- supervised redrafting or replacement work where permitted;
- requiring the student to reproduce or explain part of the work under supervision;
- setting a new internal deadline where permitted;
- increased monitoring;
- an Academic Support Agreement;
- a formal warning where appropriate.

Any opportunity to redraft or replace work must remain within the assistance, supervision and deadline rules of the relevant qualification.

The school will not knowingly authenticate or submit work that it cannot reasonably establish as the student's own.

JCQ Assessments

For qualifications governed by JCQ:

- where suspected AI misuse or other malpractice is identified before the student has signed the declaration of authentication, the matter will normally be dealt with through the school's internal procedure in accordance with current JCQ requirements;

- where suspected misuse is identified after the declaration of authentication has been signed, the school must follow the relevant JCQ and awarding-organisation malpractice reporting procedures.

The school will not determine an awarding-body sanction itself.

Where a case is reported externally, the awarding organisation determines any qualification-related penalty.

IB Assessments

For IB assessment, work that cannot be authenticated as the student's own must not be submitted as authentic work.

Where appropriate and permitted, the school may require a student to produce new authentic work or to repeat work under appropriate supervision.

The school must not simply apply a marking penalty to work that is not authentic and then submit it.

Where authentic work cannot be submitted within the relevant IB requirements and deadlines, this may result in no submission for the component and may affect the award of a grade in the subject or Diploma.

Where a suspected case requires reporting to the IB, the IB Coordinator will follow the relevant IB procedure.

Examinations

Students must follow all examination regulations.

Academic misconduct may include:

- possession or use of unauthorised notes or materials;
- unauthorised communication;
- possession or use of unauthorised electronic devices;
- accessing the internet or AI where prohibited;
- copying from or assisting another candidate;
- obtaining or sharing confidential examination material;
- failing to follow invigilator instructions in a way that compromises examination integrity.

Examination concerns will be managed under the relevant IB, JCQ and awarding-body procedures.

School Maladministration

Staff must act in accordance with qualification and examination requirements.

Possible maladministration may include:

- authenticating work that staff cannot reasonably establish as a student's own;

- providing excessive or prohibited assistance;
- rewriting or editing assessed work beyond permitted limits;
- failing to investigate credible concerns;
- knowingly allowing unauthorised AI use;
- falsifying marks, records or assessment information;
- compromising confidential examination or assessment material;
- failing to follow examination procedures;
- failing to report a matter where external reporting is required.

Any suspected maladministration must be reported promptly to the Principal/Head of Centre and the relevant IB Coordinator or Examinations Officer.

Staff concerns will be managed through the appropriate professional, disciplinary and awarding-body procedures.

Records and Confidentiality

Records relating to academic integrity concerns should be:

- factual;
- proportionate;
- securely stored;
- shared only with those who need the information;
- retained in accordance with school and awarding-body requirements.

Where an awarding organisation requires evidence, the school will maintain an appropriate audit trail.

Education and Review

Academic integrity will be reinforced through:

- subject teaching;
- Tutor Time and Pathways Support;
- IB Core and Extended Essay supervision;
- EPQ supervision;
- assessment preparation;
- staff training;
- student induction;
- relevant parent communication.

The school will review this policy regularly and update practice in response to changes in:

- IB requirements;
- JCQ regulations;
- awarding-body guidance;
- assessment design;
- Artificial Intelligence and other technologies.

The school will seek to maintain a shared and consistent understanding across subjects while recognising that specific assessment requirements may differ between programmes and disciplines.

Reference Documents

This policy should be read alongside the current versions of:

- IB Academic Integrity Policy;
- relevant IB programme and subject assessment procedures;
- JCQ General Regulations for Approved Centres;
- JCQ Suspected Malpractice: Policies and Procedures;
- JCQ AI Use in Assessments: Your Role in Protecting the Integrity of Qualifications;
- JCQ Information for Candidates documents;
- JCQ Instructions for Conducting Coursework and Non-Examination Assessments;
- relevant awarding-body specifications and assessment guidance;
- EF Academy Oxford Behaviour Policy;
- EF Academy Oxford Access and Inclusion Policy;
- relevant sections of the EF Academy Oxford Academic Policy.

Reference Table: AI and Integrity in Major Assessments

The table below provides indicative guidance for staff and students. It does not replace subject-specific instructions, IB regulations, JCQ requirements or awarding-body guidance.

The key principle is that AI use must not prevent the student from independently demonstrating the knowledge, understanding and skills being assessed.

Where there is any uncertainty, the relevant subject teacher, Head of Faculty, IB Coordinator or Examinations Officer should be consulted before the work is submitted.

Assessment / Component	Potentially Appropriate When Permitted	Not Acceptable / Likely Misconduct	Staff Responsibilities	Evidence to Retain
IB Internal Assessments (IAs)	Exploring research directions; checking understanding; planning; locating possible sources; language or clarity support where this does not replace an assessed skill	Unacknowledged AI-generated content; AI completing analysis, evaluation, calculations or other assessed skills on the student's behalf; fabricated data or references; use contrary to subject requirements	Explain subject-specific limits; monitor development; review drafts/process; question anomalies; ensure final work can be authenticated	Drafts/version history; research notes; raw data/lab or field notes; supervisor/teacher records; AI records where relevant
IB Extended Essay (EE)	Exploring possible research questions; identifying research avenues; considering structure; generating questions to guide further research; appropriate language support	Presenting AI-generated argument, analysis or text as the student's own; fabricated references; unacknowledged AI material; excessive AI assistance that prevents authentication	Monitor the research and writing process; discuss developing argument; check sources; use reflection meetings and viva voce to establish authenticity	RQ development; research notes; drafts; reflection/supervision records; source records; AI acknowledgements where relevant; viva voce evidence
TOK Essay / Exhibition	Exploring perspectives; generating questions for discussion; checking clarity; identifying ideas the student then evaluates independently	AI producing the student's argument, commentary, examples or evaluation; generic or templated responses presented as personal thinking; unacknowledged AI content	Emphasise personal thinking and justification; discuss ideas and drafts; ensure work reflects the student's own reasoning	Drafts; discussion/supervision notes; source records; AI acknowledgement where relevant
A Level Coursework / NEA	Research support, planning or other uses explicitly permitted by the subject and awarding body	Copying or paraphrasing AI-generated material so the work is no longer the student's own; AI completing assessed	Apply current JCQ and awarding-body rules; monitor intermediate stages; authenticate work; investigate	Drafts; planning documents; version history; supervised work; sources; authentication records; AI prompts/output where required

Assessment / Component	Potentially Appropriate When Permitted	Not Acceptable / Likely Misconduct	Staff Responsibilities	Evidence to Retain
		analysis, evaluation, calculations or production; failure to acknowledge AI; prohibited AI use	concerns before signing authentication	
EPQ	Exploring possible topics; generating research questions; planning; locating avenues for further research; appropriate support permitted by the awarding body	AI producing the report, analysis, conclusions, evaluation or reflective production log; fabricated sources; unacknowledged AI use	Monitor the production process and log; hold regular discussions; ensure the student can explain decisions, research and conclusions	Production log; drafts; research notes; meeting records; sources; AI acknowledgement/evidence where relevant
Computer Science / Coding NEA	AI support that is explicitly permitted and does not replace the programming or problem-solving skills being assessed; explanation or debugging support where allowed	Submitting AI-generated code as the student's own where this prevents independent demonstration; failure to declare relevant assistance; using prohibited tools	Make subject-specific limits explicit; review code development; question students about code and design choices; apply awarding-body rules	Repository/version history; development logs; screenshots; drafts; code-review discussion; AI records where relevant
Language Subjects	Permitted dictionaries, spelling or language-support tools where allowed by the qualification; AI-supported practice outside assessed work	AI or translation tools producing language that the student is required to demonstrate independently; submitting translated work as the student's own; prohibited grammar/rewrite tools in assessed language work	Make clear which tools are permitted; ensure students understand the distinction between learning support and assessed language production	Drafts; teacher observations; source/tool declarations; relevant version history
Art, Design and Creative Subjects	Exploring ideas, techniques or visual references where permitted; AI-generated material used transparently as a source or stimulus where allowed	Presenting AI-generated images, designs or creative work as wholly student-produced; failure to acknowledge AI material; use that replaces the creative process or skill being assessed	Clarify subject-specific rules; monitor development and decision-making; ensure sources and AI contribution are transparent	Sketchbooks/process journals; development work; drafts; source records; AI prompts/output where relevant
Formal Examinations / Controlled Conditions	Only tools and materials explicitly permitted by the examination regulations	Any access to AI, the internet or other unauthorised assistance	Ensure devices and examination arrangements prevent prohibited access; follow examination regulations exactly	Examination records, invigilation records and any evidence required if an incident occurs

Appendix 2A – Academic Integrity Sanctions / Response Flowchart

This flowchart summarises the school's internal progressive response. Serious incidents or external-assessment concerns may move immediately to a higher stage and/or be referred under IB, JCQ or awarding-body procedures.

Process point	Stage 1 – First confirmed concern	Stage 2 – Second confirmed concern	Stage 3 – Repeated or serious concern
Typical trigger	First confirmed concern relating to plagiarism, poor referencing, unacknowledged AI use, collusion or authenticity.	Further confirmed academic-integrity concern, or evidence that the first response has not led to changed practice.	Third confirmed concern, pattern of repeated concerns, or a single serious concern involving formal assessment or clear intent.
Led / reviewed by	Subject teacher. Head of Faculty involved where assessed work is affected.	Head of Faculty, with relevant IB Coordinator / Examinations Officer or academic lead notified where appropriate.	Academic Leadership Team, Head of Faculty, Pathway Manager, and IB Coordinator / Examinations Officer where relevant.
Recorded / communicated	Recorded appropriately on Orah. Pathway Manager coordinates parent/guardian communication.	Recorded on Orah. Formal written warning. Pathway Manager coordinates parent/guardian communication.	Formal record of concern and previous history. Parent/guardian meeting normally required.
Student response	Guidance given. Student rectifies issue where permitted, such as correcting referencing or completing work again.	Student may rewrite or begin a new assignment under supervision where permitted by assessment rules.	Student may be required to complete or replace affected work under supervision, where permitted.
Support / monitoring	Academic-integrity guidance; teacher follow-up.	Targeted guidance; increased monitoring of assessed work.	Academic Support Agreement – Academic Integrity; enhanced authentication measures.
Qualification caveat	For qualification assessment, any correction or resubmission must comply with IB, JCQ or awarding-body rules.	The school must not authenticate work unless satisfied it is the student's own.	If authenticity cannot be established, affected work must not knowingly be authenticated or submitted. External bodies determine qualification penalties.

If concern relates to formal external assessment: check IB / JCQ / awarding-body rules immediately before allowing any rectification or resubmission.

Appendix 2B – Record of Academic Integrity Concern

Use this form to record concerns consistently. Attach supporting evidence as appropriate. Store securely in line with school data-protection and record-keeping procedures.

Student and Assessment Details

Student name	
Student ID	
Year group	
Subject / course	
Teacher	
Assessment title	
Date concern identified	
Stage of response	☐ Stage 1 ☐ Stage 2 ☐ Stage 3 ☐ Serious incident / external referral

1. Nature of Concern

Type of concern	☐ Plagiarism from published/online sources ☐ Plagiarism from another student ☐ Collusion or inappropriate assistance ☐ Use of AI-generated content without acknowledgement ☐ Use of AI translation without acknowledgement ☐ Inadequate citation or referencing ☐ Fabricated data, references or evidence ☐ Examination / controlled-assessment concern ☐ Other:
Factual description of concern	

2. Evidence Collected

Evidence considered	☐ Submitted work ☐ Draft / version history ☐ Similarity report, e.g. Turnitin ☐ AI prompt/output record ☐ Comparison with online sources ☐ Comparison with another student's work ☐ Inconsistency with student's usual style or level ☐ Student discussion / viva ☐ Teacher observation ☐ Other:
Evidence summary	
Similarity score, if relevant	
Sources / materials identified	

3. Student Meeting

Date of meeting	
Staff present	
Student explanation / response	
Additional evidence requested or provided	

4. Findings

Finding	☐ No academic misconduct occurred ☐ Poor academic practice requiring guidance or correction ☐ Academic misconduct occurred ☐ Significant academic misconduct occurred ☐ Further investigation required ☐ External reporting required
Rationale for finding	

5. Action Taken and Follow-Up

Action taken	☐ Academic-integrity guidance provided ☐ Referencing corrected where permitted ☐ Resubmission / replacement work required where permitted ☐ Supervised completion or rewriting where permitted ☐ Formal written warning ☐ Academic Support Agreement – Academic Integrity ☐ Parent/guardian informed by Pathway Manager ☐ Referred to Head of Faculty ☐ Referred to IB Coordinator ☐ Referred to Examinations Officer ☐ Referred to Academic Leadership Team ☐ External body procedure initiated ☐ Other:
Details of action and deadlines	
Follow-up support	

6. Signatures and Record Keeping

Teacher	Signature: _____ Date: _____
Head of Faculty / academic lead	Signature: _____ Date: _____
IB Coordinator / Examinations Officer, if relevant	Signature: _____ Date: _____
Student acknowledgement of discussion	Signature: _____ Date: _____
Filed by	Name: _____ Date: _____

Appendix 2C – Academic Support Agreement – Academic Integrity

This agreement is used when a student requires structured support and monitoring following repeated or serious academic-integrity concerns. It is supportive, but it also sets clear expectations and consequences.

Student Details

Student name	
Year group	
Programme	☐ IB Diploma ☐ A Level ☐ EPQ ☐ Other:
Pathway Manager	
Academic Tutor	
Head of Faculty / academic lead	
Date agreement issued	
Review date(s)	

Reason for Agreement

Summary of concern	
Previous action or support	
Stage of response	☐ Stage 2 ☐ Stage 3 ☐ Serious concern

Expectations and Support

Expectation	Student action required	Support / monitoring in place
Authentic work	All work submitted must be the student's own and must be explainable by the student.	Teacher checks, draft review, discussion or viva where appropriate.
Referencing and acknowledgement	All sources, assistance and permitted AI use must be acknowledged clearly.	Referencing guidance and exemplar support.
Process evidence	Drafts, notes, version history, research records and AI records must be retained where relevant.	Teacher / HoF may request evidence before authentication.
AI use	AI may only be used when permitted and must not replace the skill or thinking being assessed.	Subject-specific instructions clarified in advance.
Supervised work	Where required, affected or replacement work must be completed under supervised conditions.	Supervised Study or agreed supervised session.
Communication	Student must ask before submission if uncertain about rules or permitted support.	Academic Tutor, subject teacher and Pathway Manager available for guidance.

Agreed Actions

Action	Responsible person	Deadline / frequency	Review notes

Consequences of Further Concern

If further concerns arise, the school may escalate the matter to the Academic Leadership Team, require additional supervised work or authentication measures, and/or follow IB, JCQ or awarding-body procedures. The school will not knowingly authenticate or submit work that cannot reasonably be established as the student's own.

Parent / Guardian Communication

Communication coordinated by	Pathway Manager
Date parent/guardian informed	
Summary of communication	

Review Outcome

Review date	
Progress against agreement	☐ Satisfactory ☐ Partially satisfactory ☐ Not satisfactory
Next steps	
Agreement status	☐ Continue ☐ Revise ☐ Close ☐ Escalate

Signatures

Student	Signature: _____ Date: _____
Parent/Guardian	Signature: _____ Date: _____
Pathway Manager	Signature: _____ Date: _____
Head of Faculty / academic lead	Signature: _____ Date: _____
IB Coordinator / Examinations Officer, if relevant	Signature: _____ Date: _____

Appendix 3 – Access & Inclusion Policy

"Inclusion is an on-going process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Access refers to providing equitable educational opportunities in learning, teaching, evaluation/assessment and all other aspects of school life to all students by making space and provision for the characteristics that each person brings."

(Access and Inclusion Policy, IB)

At EF Academy Oxford, we are committed to identifying and reducing barriers to learning, teaching and assessment so that students can access the curriculum and demonstrate what they know, understand and can do. This is in line with our mission to provide life-changing education for global citizens.

Students enter our A Level and IB Diploma Programmes from a wide variety of educational systems, cultures and experiences and are typically aged 16–19. A student's previous educational experience, language profile, academic readiness and any identified support needs are considered as part of the admissions process.

As students are usually enrolled at EF Academy for a relatively short two-year programme, it can be challenging to establish a long-term picture of need solely through internal school evidence. Parents, students, enrolment offices and previous schools are therefore expected to share any relevant diagnostic, specialist, medical or educational documentation as early as possible, ideally before enrolment or immediately upon arrival.

Access arrangements for external examinations are not automatically granted because a student has a diagnosis, previous arrangement or parental request. Arrangements must be appropriate to the student's current needs, reflect their usual way of working as far as this can reasonably be established within EF Academy, be supported by suitable evidence, and comply with the requirements of the relevant awarding body.

Objectives

The school aims to:

- identify and reduce barriers to learning, teaching and assessment as early as possible;
- ensure support is individualised, proportionate, regularly reviewed and based on current need;
- create and maintain Individual Education Plans (IEPs) where appropriate, ensuring these are used as live documents;
- include student voice when identifying barriers, planning support and reviewing provision;
- ensure teachers are aware of students' access and inclusion needs and implement agreed strategies in lessons, classwork, internal assessments and examinations;
- ensure access arrangements for internal and external assessments are planned, trialled, evidenced and reviewed in line with JCQ, IB and awarding-body requirements;
- support students to develop independence and access both IB and A Level curriculum requirements.

Facilities and Accessibility

Under the Equality Act 2010, the school considers issues which may act as barriers to participation and how these may be reduced. This may include accessibility to buildings, visibility or auditory requirements in classrooms, access to toilets, movement around the site, medical needs, fatigue, sensory needs and access to learning materials.

On site, ramps and an elevator are integral to the architecture of the school, providing accessibility throughout the Cherwell campus. Classrooms have suitable lighting, blinds to reduce glare, and acoustics supported by sealed windows and doors. Integral speakers allow the level of volume to be adjusted where appropriate.

Where a student requires additional or alternative facilities, these will be considered on an individual basis in line with student need, available evidence, reasonable adjustment duties and examination-body requirements.

More information can be found in the school's Accessibility Policy.

Identification of Need

Students may be identified as having a learning barrier through:

- information disclosed during admissions;
- previous school reports, Learning Support records or evidence of previous access arrangements;
- Educational Psychologist reports, specialist teacher reports, medical reports or other professional documentation;
- student self-disclosure, student voice or parent/carer information;
- teacher observations, Pathway Manager concerns, Learning Support observations or Academic Tutor feedback;
- internal assessments, AGs, mock examinations, classwork or changes in physical, medical, emotional or mental health needs.

Because EF Academy students usually join for a short programme, early disclosure is essential. Where a student arrives with a previously identified need, the school will usually require current and appropriate documentation to support the implementation of access arrangements, particularly where there is limited time to establish a full internal history of need.

The school will also gather internal evidence as quickly as possible. This may include teacher feedback, student voice, timed work, internal assessment evidence, examples of how the student uses support, and observations from Learning Support or Pathway Managers.

Post-arrival Identification Process

Where a possible learning barrier is identified after arrival, the Inclusion Coordinator will review available evidence and may liaise with the IB Coordinator, Examinations Officer, Academic Tutor, Pathway Manager, subject teachers, parents/carers and external professionals where appropriate.

The student may be added to the Inclusion Register and an IEP created or updated.

Where there is insufficient evidence, the Inclusion Coordinator may request further information, teacher feedback, examples of work, assessment evidence, student voice, previous school records or external assessment.



Normal Way of Working

Access arrangements must reflect the student's normal and current way of working as far as this can reasonably be established at EF Academy.

Where long-term internal evidence is limited, the school will place particular importance on diagnostic, medical or specialist evidence, previous school evidence, evidence of previous access arrangements, current teacher observations, student voice, internal assessment evidence and evidence of how the student uses support once implemented.

Arrangements should be trialled and monitored in lessons, classwork, internal assessments, AGs, mocks and other timed tasks where appropriate. Students should not normally use an access arrangement for the first time in an external examination.

Deadlines for Access Arrangements

Access arrangement deadlines are set by the relevant examination body and must be followed.

EF Academy Oxford will set internal deadlines earlier than published external deadlines to allow sufficient time to:

- gather and review evidence;
- complete any required assessments;
- establish normal way of working;
- obtain student and parent consent where required;
- process and submit applications;
- resolve any queries before the external deadline.

JCQ / A Level Deadlines

For JCQ qualifications, including A Levels, applications must be processed and approved before the relevant examination or assessment and no later than the published JCQ deadline for the relevant examination series.

Modified-paper deadlines and other specialist arrangements may have earlier deadlines. Current JCQ key dates and Access Arrangements and Reasonable Adjustments regulations must therefore be checked annually.

IB Deadlines

For IB assessments, requests must be submitted by the deadline stated in the current IB Assessment Procedures and related access and inclusion guidance for the relevant examination session.

The school will check current IB deadlines each year and communicate internal school deadlines to students and parents.

Requests for bespoke modified papers or complex arrangements may require substantially earlier submission.

Late Applications

Students and parents must provide relevant documentation as early as possible, ideally during admissions or immediately upon enrolment. Late disclosure may limit the arrangements that can be applied for or approved in time for examinations.

Only in exceptional circumstances can access arrangements be applied for after published deadlines. These may include:

- a temporary injury or impairment;
- a new diagnosis received after the deadline;
- a sudden deterioration or manifestation of an existing disability or medical condition;
- exceptional circumstances accepted by the relevant awarding body;
- a late-arriving student where the awarding body permits late consideration.

Late applications are not guaranteed and must still be supported by appropriate evidence.

Internal Assessments, AGs and Mock Examinations

Where a student has agreed support or access arrangements, these should be used consistently in internal assessments, AGs, mock examinations and timed class assessments where appropriate.

Internal assessments help the school to:

- trial arrangements;
- collect evidence of normal way of working;
- review whether an arrangement is appropriate;
- prepare students to use arrangements independently and effectively.

Where evidence is required for external access arrangements, the Inclusion Coordinator may request copies of scripts, teacher observations, seating records, evidence of extra-time use or other assessment information.

Student Voice

Student voice is an important part of EF Academy's access and inclusion process.

Students will be encouraged to:

- explain barriers they experience;
- identify strategies that help them learn;
- comment on whether support is effective;
- reflect on how they use access arrangements;
- contribute to their IEP where appropriate.

Student voice will be considered alongside teacher evidence, assessment evidence, parent information, previous school information and specialist or medical documentation.

EAL and Multilingual Learners

EF Academy recognises that many students are multilingual and may be studying in English as an additional language.

EAL status alone does not normally indicate a learning difficulty and does not automatically qualify a student for examination access arrangements.

Support for language development will be provided through high-quality teaching, English Support and appropriate scaffolding. Where a student's language profile may interact with another learning barrier, this will be considered carefully.

Any access arrangements linked to language, reading, writing or processing must follow the regulations of the relevant awarding body.

Temporary Injury, Illness and Adverse Circumstances

Students with temporary injuries, acute illness, medical needs or a sudden change in condition may require temporary arrangements. These will be considered on a case-by-case basis in line with JCQ, IB and awarding-body regulations.

The school will determine whether the situation should be managed through access arrangements, reasonable adjustments, special consideration, adverse circumstances or another relevant procedure.

For IB students, long-term needs should usually be supported through access and inclusion arrangements, while sudden circumstances close to the examination period may fall under the IB adverse circumstances policy.

Inclusive Access Arrangements for Teaching, Learning and Assessment

Access arrangements are adjustments made to teaching, learning and assessment to remove or reduce barriers for students.

They do not:

- change what the student is expected to learn;
- lower expectations;
- alter assessment criteria.

Their purpose is to provide fair access while maintaining the validity and integrity of assessment.

The Inclusion Coordinator and Examinations Officer will review internal and external evidence and, where appropriate, apply for access arrangements in line with current JCQ, IB or awarding-body requirements.

Evidence may include:

- professional documentation;
- previous access arrangements;
- teacher observations;
- internal assessments;
- mock examinations;
- student voice;
- examples of how the student uses support.

Access arrangements may include, but are not limited to:

- extra time;
- supervised rest breaks;
- use of a word processor;
- separate room or smaller room;
- reader, computer reader, scribe or practical assistant where permitted;
- enlarged or modified papers;
- appropriate seating;
- medical, sensory or physical adjustments;
- other arrangements approved by the relevant examination body.

Some arrangements may not require formal awarding-body approval but must still be based on student need, recorded by the school, and implemented in line with JCQ, IB or awarding-body guidance.

These may include seating arrangements, lighting considerations, sensory adjustments, access to medical equipment or other reasonable adjustments.

Faculties and Approaches to Teaching: Students with Learning Barriers

All teachers are responsible for supporting students with learning barriers through inclusive, accessible and responsive teaching.

Teachers are expected to:

- read and implement relevant IEPs;
- provide clear instructions and accessible resources;
- support key vocabulary and subject-specific language;
- check understanding regularly;
- provide appropriate scaffolding;
- implement agreed reasonable adjustments.

Language concerns, learning barriers, access needs and key focus points should be discussed where appropriate within IB and A Level faculties, Academic Leadership meetings, student concern meetings and IEP review processes.

Where appropriate, faculties should provide glossaries, key vocabulary, model answers, writing frames, revision resources or other subject-specific support in line with the school's Language Policy.

Teachers should alert the Inclusion Coordinator if a student appears to have an unidentified barrier to learning or assessment.

IEP: The Process

The Individual Education Plan is a live document and should be reviewed regularly to reflect changes in the student's needs, circumstances, progress and support strategies.

An IEP may include:

- the student's strengths;
- barriers to learning;
- student voice;
- agreed classroom strategies;
- access arrangements or reasonable adjustments;
- subject-specific concerns;
- staff actions;
- review points.

Targets and strategies should be meaningful, clear, observable where possible, measurable where appropriate, positively stated, realistic within the sixth-form context and supportive of independence.

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IEP: Key Information for Staff

Student name		Preferred name / pronouns		Year / programme	
Tutor / Pathway Manager		Subjects		Key houseparent	
IEP updated		Most recent review		Next review due	

1. What is the need? / Primary area(s) of support

☐ Communication and Interaction ☐ Cognition and Learning ☐ Social, Emotional and Mental Health ☐ Sensory and/or Physical Needs

Identified need:

Main impact across EF Academy:

Key priority for staff to understand:

2. Access arrangements and assessment support

☐ 25% extra time
☐ Word processor
☐ Reader / reading support
☐ Modified paper / visual access
☐ Rest breaks
☐ Separate room / smaller room
☐ Prompter
☐ Other: _____

Confirmed arrangements:

Assessment strategies / familiarisation needed:

Staff reminders for AGs, mocks or timed tasks:

3. What staff need to do to support this student

In lessons:

For instructions / tasks:

For independent study / homework:

For pastoral / boarding routines where relevant:

4. How staff may notice the student is struggling, and what to do

You may notice	The student might say	Helpful response from staff	Avoid / do not do
•	•	•	•
•	•	•	•
•	•	•	•

5. Student voice, strengths and motivation

Strengths / interests / motivation:

What helps the student stay regulated or engaged:

Student priority / voice to include:

6. Agreed school provision and review

Current support in place:

Agreed school provision:

Review point / next action:

Rights and Responsibilities

Students

Students have the right to:

- have their learning barriers considered and supported where appropriate;
- have an IEP in place where appropriate;
- be considered for inclusive access arrangements where there is evidence of need and the arrangement is permitted by the relevant examination body;
- have their voice included in planning and review;
- have sensitive information handled confidentially.

Students are responsible for:

- communicating their needs as early as possible;
- sharing relevant documentation;
- attending meetings or assessments;
- using agreed support appropriately;
- giving honest feedback;
- understanding that late disclosure may affect the school's ability to apply for examination access arrangements before deadlines.

Parents/Carers

Parents/carers have the right to:

- have their child's learning needs considered and supported;
- be involved in discussions about barriers;
- be informed of access-arrangement processes and internal deadlines;
- share documentation and contextual information.

Parents/carers are responsible for:

- disclosing learning barriers, medical needs, disabilities, previous access arrangements and relevant history before enrolment or as soon as possible afterwards;
- sharing professional documentation;
- responding promptly to requests for information or consent;
- supporting external assessment where advised;
- understanding that access arrangements must comply with JCQ, IB or awarding-body regulations.

Parent/carer information is welcomed and may help the school understand a student's history, needs and previous support.

Formal access-arrangement decisions must be based on awarding-body requirements, school-based evidence, normal way of working, student voice and appropriate professional evidence.

Global Enrolment Offices

Global Enrolment Offices are responsible for:

- obtaining and uploading relevant information and documentation before enrolment;
- reassuring families that disclosure will not in itself disadvantage students;
- informing the Inclusion Coordinator, Pathway Manager and relevant academic staff promptly of disclosed needs;
- making clear that external examination access-arrangement deadlines are strict.

Inclusion Coordinator

The Inclusion Coordinator leads the school's access arrangements and reasonable adjustments process, supported by teaching staff, Pathway Managers, academic leaders and the Examinations Officer.

This includes:

- maintaining the Inclusion Register;
- coordinating IEPs;
- gathering and reviewing evidence;
- ensuring student voice is included;
- communicating deadlines;
- advising staff;
- ensuring records are stored securely and retained for inspection where required.

Examinations Officer

The Examinations Officer works with the Inclusion Coordinator, IB Coordinator and academic leaders to ensure approved access arrangements are implemented correctly in external examinations.

This includes:

- processing or supporting applications where required;
- preparing rooms and resources;
- informing invigilators on a need-to-know basis;
- checking examination-body deadlines annually;
- ensuring examination conduct follows JCQ, IB and awarding-body regulations.

IB Coordinator

The IB Coordinator works with the Inclusion Coordinator to:

- identify IB students who may require inclusive access arrangements;
- submit IB requests through the appropriate process;
- obtain and record consent for sensitive evidence;
- check IB deadlines annually;
- distinguish between access and inclusion arrangements and adverse circumstances;
- ensure approved arrangements are implemented correctly.

Pathway Managers

Pathway Managers gather and update relevant information, communicate with families where concerns arise, alert the Inclusion Coordinator to concerns affecting learning, attendance, wellbeing, medical needs or assessment, contribute relevant evidence where appropriate, and share information with staff on a need-to-know basis.

Where wider communication with a family is required, the Pathway Manager should coordinate this with the Inclusion Coordinator and other relevant staff.

Teachers and Academic Leaders

Teachers are responsible for:

- being aware of students with learning barriers;
- reading and implementing IEPs;
- ensuring lessons and resources are accessible;
- making reasonable adjustments where appropriate;
- implementing agreed arrangements in internal assessments;
- alerting the Inclusion Coordinator to concerns;
- providing written feedback or evidence when requested.

Teacher evidence is an essential part of the access-arrangements process.

It may include observations of:

- reading;
- writing;
- processing;
- concentration;
- fatigue;
- anxiety;
- pain;
- use of technology;
- use of extra time;
- need for rest breaks;
- the impact of a learning or medical barrier on timed work.

Examples of Learning Barriers

The following examples illustrate the types of barriers that may affect a student's access to teaching, learning, internal assessment or external examinations.

The list is not exhaustive and should not be used as a checklist for automatic support or access arrangements.

Each student's needs will be considered individually, using student voice, teacher evidence, internal assessment evidence, previous school information, medical or specialist documentation where appropriate, and the requirements of the relevant awarding body.

A student may experience one primary barrier or a combination of barriers. For example, a student with a processing difficulty may also experience anxiety in timed assessments, or a student with a medical condition may also experience fatigue, reduced concentration or reduced writing stamina.

Barrier area	Examples
Additional language and cultural context	English as an additional language; new or unfamiliar educational, cultural or environmental contexts.
Hearing or visual needs	Mild, moderate or significant hearing loss; visual impairment; colour blindness; low vision; visual stress or scotopic sensitivity.
Movement, coordination and physical needs	Fine motor difficulties; physical or spatial difficulties; neurological or mobility needs; handwriting or typing speed difficulties.
Medical needs	Long-term or fluctuating medical conditions, pain, fatigue, diabetes, epilepsy, asthma, gastrointestinal conditions or other health needs that affect access to learning or assessment.
Mental health and social-emotional needs	Anxiety, depression, emotional regulation difficulties, withdrawal or isolation, stress-related barriers, eating disorders, obsessive compulsive difficulties or post-traumatic stress.
Neurodevelopmental and processing needs	Autism, ADHD, executive functioning difficulties, attention, working memory, short-term memory, auditory processing, information processing or language processing difficulties.
Reading, writing, spelling and numeracy	Reading comprehension, reading fluency, written expression, spelling, handwriting, typing speed, mathematical anxiety or mathematical fluency difficulties.
Speech, language and communication	Expressive or receptive language difficulties, stammer/stutter, social communication differences or difficulty processing spoken instructions.
Intellectual exceptionality	Cognitive delay, giftedness or exceptional ability where this affects access to learning or appropriate challenge.

Use of These Examples

- The presence of a barrier, diagnosis or previous support does not automatically mean that a student will receive examination access arrangements.
- Access arrangements must be appropriate to the student's current need, supported by suitable evidence, and in line with JCQ, IB or awarding-body requirements.

- EAL status alone does not automatically indicate a learning difficulty or qualify a student for examination access arrangements.
- Where barriers interact, the school will consider the combined impact on the student's access to learning and assessment.

Examples of Combined or Overlapping Barriers

Primary barrier	Sub-area	Possible secondary barrier	Possible impact
Processing	Language processing	Social-emotional	Withdrawal or anxiety in class discussion.
Reading	Reading fluency	Processing	Reduced working memory under timed conditions.
Medical	Fatigue or pain	Writing/processing	Reduced stamina, slower output or need for rest breaks.
Social-emotional	Anxiety	Assessment access	Difficulty demonstrating knowledge in timed or high-pressure conditions.
Movement and coordination	Fine motor or handwriting difficulty	Written expression	Slower handwriting or reduced legibility in extended tasks.

Sources Used

This policy has been informed by current IB, JCQ, ISI and UK statutory guidance, including:

- IB Access and Inclusion Policy and related IB guidance on inclusive education, assessment procedures, academic integrity and language learning;
- JCQ Access Arrangements and Reasonable Adjustments and Instructions for Conducting Examinations, current versions for the relevant academic year;
- ISI Inspection Framework for Educational Oversight of private further education colleges and English language schools;
- DfE/DHSC Special educational needs and disability code of practice: 0 to 25 years;
- DfE guidance on the Equality Act 2010 and schools;
- DfE and ICO guidance on UK GDPR and the Data Protection Act 2018;
- relevant EF Academy policies, including Accessibility, Language, Academic Integrity and Examinations policies.

Legal and Regulatory Requirements Addressed

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 years
- Data Protection Act 2018 and UK GDPR
- applicable ISI Educational Oversight requirements
- relevant IB rules, regulations and procedures
- current JCQ regulations

Appendix 4: IB Grade Descriptors

The IB Diploma Programme grade descriptors provide a general reference point for understanding standards of achievement across DP subjects.

They may be used alongside subject-specific assessment criteria, Assessment Grades, coursework and internal assessment evidence, classroom performance and professional judgement when reviewing student progress and determining On-Track Grades and Predicted Grades.

They should not be used in isolation to determine a student's grade.

The following descriptors summarise the characteristics of performance associated with grades 1–7 across the Diploma Programme. More detailed subject-specific guidance should be used where appropriate.



The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.



The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.



The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.



The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation, and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity and include some awareness of audience and evidence of intercultural understanding.



The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation, and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically

structured, and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding



The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.



The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.

Appendix 5: Science Practical Endorsement Policy

All students taking an A Level course in Sciences are given the opportunity to complete the practical endorsement which will be assessed as 'pass' or 'fail' by the May of the year students are due to take their final examinations.
This 'pass' or 'fail' is reported separately and does not affect the grades a student achieves in their final examinations, however it may be required by scientific undergraduate courses. The experiments are carried out alongside teaching at times to suit the theoretical elements of the course, as laid out in the Schemes of Work.

Passing criteria: As part of the OCR Practical Endorsement, students are required to:

- Complete a minimum of 12 Assessed Practical Experiments across the 12 groups in 2 years
- Over the course of two years you are expected to demonstrate that you have become 'competent' at the skills listed in the table below. You must demonstrate 1.2.1 and CPAC criteria on at least two occasions, and 1.2.2 (use of equipment) on at least one occasion
- Records of these are kept in the students' laboratory notebooks and/or online using Google Drive and Google Classroom.. This evidence will be used to judge the 'pass' or 'fail'. Further guidance is given below.
- Criteria for each subject can be found in the 'Guidance and Criteria' documents
- Students should maintain a minimum of 90% attendance in their science classes. Any absences should be justified or authorised and it is the students' responsibility to catch up on work and notes missed due to absence.
- Students must behave maturely and responsibly at all times when working in the laboratory or their competence will not be demonstrated and they will not meet the criteria.
- If a students' absence coincides with practical experiments they will be given the opportunity to repeat an experiment, usually at quieter times' of the year or a student may attend Year 1 lessons to catch up, subject to timetabling constraints. This is limited to a maximum of three per year (ie. 6 over two years) due to the extreme pressure on the laboratory equipment and teacher time. Staff can not guarantee the availability of equipment outside the allotted lesson time.

Teacher Responsibilities

- Students may either be issued with a laboratory notebook or folder when joining the course and/or electronic records will be saved online using Google Drive or Google Classroom. The requirement is explained, along with:
    - Laboratory Safety notes
    - Guidance and criteria
    - Contents page
    - Students are shown good laboratory and recording practise and are familiar with practical skills handbook guidance
- PAGS are included in scheme of work and taught alongside course, approx. 6 during each academic year
- All dates are entered into the PAG tracker spreadsheet and books are marked periodically (every half term or every 2 experiments, minimum) and students are given opportunities to improve
- Any students joining the course late are given opportunities to catch up experiments they have missed up to a maximum of 3 per academic year.

Head of Faculty Responsibilities and Risk Management

- Each term teachers are requested to highlight any students who have not completed their catch up opportunities or at risk of not meeting the passing criteria
- Students are informed of their position and additional sessions are provided where necessary.
- Students are recommended to additional providers of Practical Endorsement if they are not on track to meet all experiments or criteria. Is it then the students responsibility to register if they would like to complete these externally.
- Pass or fail condition is registered by the Head of Science with OCR to meet the May deadlines