



EF ACADEMY

International
Boarding Schools

OXFORD

ACADEMIC POLICY

2025-26

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Document Purpose:	Defines the school's approach to teaching and learning fulfils regulatory responsibilities.

Related Documents:	Academic Integrity (IBO 2023) Access and Inclusion Policy (IBO, 2021) Accessibility Policy Admissions Policy Attendance Policy Behaviour Policy Complaints Policy Concerns Policy Diploma Programme Assessment Procedures (IBO, 2023) Diploma Programme: From principles into practice Disability Strategy Dyslexia Strategy E-Safety policy Effective Citing & Referencing (IBO,2014) Guidance on Home Teaching & Learning 2022 Health and Safety Policy IB General Regulations (IBO, 2016) IB Grade Descriptors IB Programme Standards and Practices; Handbook of Procedures for the Diploma Programme IB Subject Grade Descriptors IB Teaching & Learning informed by assessment in the Diploma IB. Diploma Programme: From Principles into Practice (2009) – Sections on Philosophy, Learner Profile, Teaching, Learning and Assessment, Academic Honesty JCQ (2024–25): Instructions for Conducting Examinations – Sections 1–5, 14 (Access Arrangements), 24 (Malpractice) JCQ: General Regulations for Approved Centres (latest edition) Risk Assessment Procedures Student Handbook
Date of Next Review:	August 2026
Recent Updates August 2025:	• Intervention, reporting, and tracking responsibilities clarified for Pathway Managers, Academic Tutors, and Director of University Guidance. • Roles and responsibilities of Academic Tutors, Pathway Managers, and Director of University Guidance differentiated and aligned. • Supervised Study and Academic Support guidance clarified (linked to Effort Grades <3). • AI integration and eLearning section expanded, with overlap on malpractice rules. • Academic Integrity Policy fully reviewed: now includes AI use, IA/EE/EPQ/coursework, maladministration, misconduct, sanctions, and Turnitin. • ManageBac, GSuite, and digital safety expectations updated. • Removal of outdated references (STEP meetings, AG-R, QSA study room).

Table of Contents

EF Academy Oxford – Academic Policy.....	3
Admission – entry requirements	3
Baseline and CEM test	3
Pathway to Success.....	4
Learning Barriers/Inclusion.....	5
Academic Programmes	6
Assessment (Policy)	10
Tracking & Reporting	13
Reporting	18
Academic Expectations.....	21
Academic Intervention	24
Academic Tutoring and Pathways Support	26
Monitoring & Guidance	28
Recognition for positive attributes.....	31
Authorised Absence from Lessons	32
eLearning, AI Integration, and Digital Safety.....	32
Appendix 1 – Language Policy	37
Appendix 2 – Academic Integrity Policy	42
Appendix 3 – Access & Inclusion Policy	50
Appendix 4: IB Grade Descriptors.....	64

EF Academy Oxford – Academic Policy

Admission – entry requirements

Students study either for the International Baccalaureate, leading in most cases to the IB Diploma or, if it is in the student's best academic interests, to IB course certificates; or A-levels. Students wishing to join either of these courses will be expected to have successfully completed a minimum of two years of high school studies before being admitted into the A Level or IB Diploma Programme.

Students should have achieved grades indicating a level of achievement equivalent to 5 or more iGCSEs / GCSE at grades 9 to 4 (including Mathematics) but individual students who have not met this requirement may be accepted if provision for them can be made.

EF Academy is highly experienced in dealing with classes of mixed abilities and appreciates that all students develop at different rates, especially students coming from such a diverse range of nationalities and cultures.

Students who have not demonstrated iGCSE equivalency on paper, but who have the potential to complete the Diploma or A level Programme successfully, may still be admitted to the course; this is only with the express permission of the Deputy Head of School (Academics).

Baseline and CEM test

Upon arrival in the first week, students will be asked to complete baseline tests in some subject areas and a second Cognitive Ability test (standardised test) to help determine what their end-of-course target grade is likely to be, with full attendance and due application.

The data obtained from this assessment provides a prediction of what each student should achieve in each subject by the end of the course, assuming all conditions remain constant. Combining this predicted grade with the results of the first assessment, the target grade is determined, which is then confirmed by the Heads of Faculty (HoF).

Pathway to Success

Learning experiences at EF Academy Oxford will focus on the pathway that students choose. A pathway is an individual route to gaining excellent qualifications (IB Diploma or A-Level), a range of skills, and admission to great universities.

The Pathway Journey will start at the admissions stage and continue throughout the student's time at the school. Pathways allow students to focus on their areas of interest and access the maximum number of opportunities so they can develop the knowledge and skills which will impress university admissions tutors. Pathways are based around academic disciplines. For example: both an A-Level student and IB Diploma student could be on the Science, Technology & Engineering Pathway. Both students will study Maths and Physics (HL for IB Diploma) and take part in many of the same co-curricular opportunities; but their other subject choices and activities will reflect their individual plans.

Competitive undergraduate degree courses in the UK have a sharp focus on a particular subject (major). To access these courses, students need a challenging academic programme and the right subject choices, plus chances to develop skills and knowledge beyond the classroom. To assist our students in being successful in these courses, we admit students to the most suitable programme (IB Diploma or A-Level) and advise they follow one (or more) of the five Pathways available:

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

Learning Barriers/Inclusion

EF Academy will consider applications from students with learning barriers where the school is able to support the need.

Students with identified barriers will need to provide, as part of the admissions process, full and complete documentation from school counsellors, Inclusion Coordinator/SENCO's and any Health Care Professionals involved. Supporting documentation needs to identify any specialist extra academic support including psychological and academic reports. EF Academy may contact previous schools and/or educational Professionals to best support the child.

Once the review of supplied documentation is completed, the school, alongside the Admissions Director will review the school's ability to admit the student. In these cases, EF Academy may request additional external testing with a registered Educational Professional (Educational psychologist assessment) where deemed appropriate, to further support an Admissions decision.

More information can be seen in Appendix 3 – Inclusion Policy

Academic Programmes

IB Diploma Programme

The IB Diploma Programme (DP) aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally, and ethically. The DP offers students an academically challenging, structured, and balanced curriculum made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay. The IB uses both external (examinations) and internal (teacher) assessment in the DP. A bilingual diploma is awarded to candidates who complete and receive a grade 3 or higher in two languages selected from the DP course studies in language and literature.

Students who pursue the full IB Diploma must complete six subjects: three at Higher Level (HL) and three at Standard Level (SL). The IB courses at EF Academy are taught over a two-year period and IB examinations are undertaken in May in the second year of the programme.

New students will be contacted by the IB Coordinator to finalise their course options three months prior to starting. New students must choose one subject from each group. Options should be made in-line with the school's Pathway model; whereby higher-level subjects are in line with university entrance requirements.

IB Diploma Programme - Classes

The IBO recommends that the school delivers 240 hours of teaching to all higher-level subjects and 150 hours of teaching to standard level subjects. To ensure that this requirement is met, all higher-level subjects are allocated 5 periods a week (5 hours) and standard-level subjects are allocated 3 periods a week (3 hours). Each period is 60 minutes and there are a maximum of 6 periods per day Monday to Friday.

A typical 2-year programme will be approximately 55 full teaching weeks (with additional time for examinations, internal assessment, and Core Activity weeks).

Students wanting to change specific courses, must do so within the first six weeks of the first year, to ensure that the recommended teaching hours are met. Independent work to 'catch-up' on missed material will be expected, this will include attending support classes.

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 – HL/SL - Spanish – HL/SL - German – SL/HL - Italian – HL/SL - French – 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 – SL/HL - Physics – SL/HL - Chemistry – SL/HL - Environmental Systems & Societies – SL only	Mathematics: - Mathematics: Analysis and approaches SL/HL - Mathematics: Applications and interpretation SL/HL	Arts and Electives: - Visual Arts – HL/SL OR - Any additional subject from Groups 3 or 4

A-Level Programme Overview

The A-Level (GCE Advanced Level) qualifications are one of the primary routes into UK universities. The A-Level programme is a two-year course of study, with examinations conducted at the end of the two years. A-Levels are linear qualifications, meaning that exams are taken at the conclusion of the course, except for practical assessments in science and art subjects, which are completed during the course (see Appendix 4 – Science Practical Endorsement Policy).

Subject Selection and University Requirements

It is recommended that students take three A-Level subjects to meet the entry requirements of most top UK universities. Examinations are held in May and June at the end of the second year. Upon completion, each A-Level is graded on a scale from A* (highest) to U (ungraded). The precise marks required for each grade are determined by the exam boards under the regulation of OFQUAL, the government examinations regulator. Achieving the required grades is crucial for successful entry into a chosen university.

English Language Requirements (IELTS)

In addition to their A-Level subjects, all students will study English in preparation for the IELTS (International English Language Testing System) examination, which is required for entry to UK universities. Students receive 1-3 lessons per week, depending on their needs, from a dedicated English language teacher. The IELTS assessment is graded on a scale from 9 (highest) to 1 (lowest), with UK universities typically requiring a score of 6.5 or higher. Specific courses may demand a higher score. Once a student has achieved the required IELTS score, they are no longer required to attend IELTS classes.

Class Structure and Attendance

Subjects are taught with a minimum of five periods per week, each lasting 60 minutes, with a maximum of six periods per day from Monday to Friday. Additionally, each subject offers an extra support class aimed at addressing students' knowledge gaps and improving learning methods. Attendance for all classes is mandatory, with a minimum requirement of 95% attendance expected from students.

Extended Project Qualification (EPQ)

All A-Level students are required to complete an Extended Project Qualification (EPQ), equivalent to half an A-Level. This involves weekly sessions led by the EPQ Coordinator. Each student is assigned a supervisor to guide them through the project. The EPQ is an independent research project that allows students to explore a topic of their choice in depth, culminating in a 5,000-word report, artefact, or production accompanied by a presentation. The EPQ provides an excellent opportunity for students to develop critical thinking, research, and project management skills, which are highly valued by universities.

Creativity, Activity, Service (CAS) Portfolio

A-Level students are also expected to maintain a CAS (Creativity, Activity, Service) portfolio to enhance their competitiveness in university applications. The CAS programme ensures that students actively engage in a variety of extracurricular activities, demonstrating their skills and interests beyond academics.

Course Selection for New Students

New students will receive guidance from a Course Coordinator or the Deputy Head of School three months prior to starting their course to finalise their subject selections. Students must choose one subject from each group, aligning their choices with the school's Pathway model. This model ensures that higher-level subjects meet university entrance requirements.

Assessment (Policy)

Assessment is used to identify each student's strengths and areas for development, and to inform teaching so that every student can make progress towards their full potential. Clear, constructive communication of assessment outcomes to students is at the heart of our approach.

We follow the IB's philosophy that assessment should support learning, encourage reflection, and develop the IB Learner Profile attributes, and the JCQ requirement that assessments are conducted with integrity, fairness, and security.

Characteristics of Quality Assessment

Effective assessments are:

- Relevant – linked directly to learning objectives and curriculum outcomes.
- Meaningful – assessing what matters most, not just what is easy to measure.
- Authentic – reflecting real-world tasks and contexts.
- Construct relevant – measuring only what is intended to be assessed.
- Varied and multimodal – offering a range of formats to support diverse learners and learning styles.
- Fair and inclusive – avoiding unintended advantage or disadvantage and enabling meaningful participation by all students.
- Stimulating – extending learning and developing higher-order thinking skills.
- Valid and reliable – balancing construct relevance, manageability, comparability, and accuracy.
- Fit for purpose – designed, implemented, and interpreted to fulfil their intended role.
- Aligned with IB philosophy – supporting breadth, balance, international-mindedness, and the Approaches to Learning (ATL) skills.

Formal Assessments (Examinations and Coursework)

A Level

- Formal internal examinations at the end of Year 1.
- Mock examinations in the second term of Year 2.
- Coursework (where applicable, e.g. Sciences, Art) completed according to published deadlines.

IB Diploma Programme

- Internal Assessments (IA) and coursework scheduled in line with the IB Assessment Calendar to ensure balanced workload.
- Teachers ensure students understand task requirements, assessment criteria, and deadlines.
- IA work is authenticated and prepared for submission to the IB for moderation in accordance with the Handbook of Procedures.

JCQ Compliance

- Secure storage, handling, and distribution of live assessment materials follow JCQ Instructions for Conducting Examinations (Chapters 1–5).

- Access is restricted to authorised staff; internal standardisation is carried out where required to ensure fairness and consistency.

Formative Assessments

Evidence for a student's assessment profile may include:

- Ongoing assessment of classwork (discussion, Q&A, mini-tests, presentations, engagement).
- Homework tasks.
- Evidence from a range of activities such as essays, examination questions, and practical tasks.

Teachers are expected to:

- Use formative assessments to support on-track grade judgements.
- Provide timely, constructive feedback that helps students understand how to improve.

Summative Assessments

Summative assessments (Assessment Grades – AG):

- Occur approximately every 6–8 weeks.
- Assess the culmination of learning over a unit, term, or year.
- Cover a broad range of topics to provide a holistic view of attainment.
- Are marked against clear criteria (IB 1–7 scale or A Level grade boundaries).
- Are moderated within faculties to ensure consistency and comparability.

Students must be given:

- The precise demands of assessment criteria before starting work.
- Realistic deadlines that must be met.

Teacher Feedback

Feedback on assignments is:

- Formative, regular, and actionable – enabling ongoing dialogue between student and teacher.
- Motivating – encouraging effort and a growth mindset.
- Specific and effective – focused on progress rather than volume.
- Varied in format – written, oral, or digital, as appropriate.

Feedback may include:

- Raw mark / percentage.
- IB or A Level grade.
- Strengths and development points.
- Written comments (Google Classroom) and/or oral feedback.

For all summative assessment grades (Assessment Grades/AGs), a feedback sheet is shared with the student/uploaded to Google Classroom alongside the mark recorded in ManageBac.

Academic Honesty

- Students must follow the school's Academic Honesty Policy.
- All work must be their own; plagiarism, collusion, or malpractice will be dealt with under JCQ Suspected Malpractice procedures and IB regulations.
- Turnitin or other plagiarism-checking tools may be used.

Access Arrangements

- Arrangements for candidates with special assessment needs follow JCQ guidelines (Chapter 14) and IB regulations (Candidates with special assessment needs).
- Adjustments may include extra time, use of a word processor, reader, scribe, or modified papers, as approved by the awarding body.

See the Examination Policy, for further information with regards to the formal IB and A-Level examinations.

Tracking & Reporting

Tracking is a vital process that enables students, parents, and teachers to understand whether a student is on track in each subject to achieve a grade that is both aspirational and attainable. Effective tracking allows us to identify where support and intervention are needed, ensuring continuous progress towards targets.

To maintain the reliability of tracking data across all subjects, the Academic Leadership Team and the Deputy Head of School will closely monitor the process. This oversight ensures data remains accurate and consistent, enabling informed decisions about student progress.

Timely and accurate entry of grades into ManageBac by teachers is essential for the success of tracking. Prompt data entry enables swift intervention where required. Subject teachers, supported by key staff, play a crucial role in identifying areas where students need additional help and providing appropriate interventions—such as extra sessions or targeted tasks. By addressing strengths and weaknesses promptly, we can guide students towards achieving their targets.

Following each reporting period (RP), targeted intervention becomes even more important. Students should be made aware of their strengths, their areas for development, and exactly how to improve to meet their goals. Intervention strategies, such as extra sessions or specific assignments, should be implemented promptly and must be demonstrably effective in supporting continued progress.

During the initial period of acclimatisation to the IB and A Level assessment criteria, students may need reassurance about their capacity to improve over the five academic terms. Teachers may, therefore, choose to set confidence-building tasks that are not graded according to IB/A Level criteria. Such assignments can help motivation but must not be included in tracking data.

By following these guidelines, we can ensure a consistent, accurate, and supportive approach to monitoring progress. Commitment to timely grade entry, effective intervention, and accurate data is essential if we are to guide students successfully towards their academic goals.

Assessment Data

Effort Grades (EG)

The effort grade reflects a student's dedication, attendance, and commitment to each subject. Teachers assign a grade from 5 (Excellent) to 1 (Cause for Concern) according to the criteria below.

5: Excellent (Meets all of the following criteria)

- Consistency: Always puts in maximum effort.
- Participation: High levels of engagement in class, including discussions and activities.
- Preparation: Always comes prepared with all necessary materials and homework completed.
- Independence: Frequently takes initiative in learning and problem-solving without prompting.
- Attendance and punctuality to class have been exemplary.

4: Very Good (Meets most of the following criteria)

- Consistency: Regularly puts in strong effort during lessons.
- Participation: Generally, shows interest and engagement in the subject and participates in most discussions and activities.
- Preparation: Comes prepared with necessary materials and homework mostly completed.
- Independence: Occasionally needs encouragement.
- Attendance and punctuality to class have been good, with only minor absence/lateness.

3: Satisfactory (Expected level for most students)

- Consistency: Puts in a sufficient amount of effort.
- Participation: Participates in some class discussions and activities and shows interest and engagement in the subject.
- Preparation: Comes prepared with homework and materials, although sometimes incomplete or missing.
- Attendance and punctuality to class have been good, with some absence/lateness but at least equal to the school target.

2: Needs Improvement (Additional support may be needed)

- Consistency: Effort is inconsistent and often below expected levels.
- Participation: Rarely participates in discussions and activities; appears to have little interest in class. Has been defiant with the teacher and/or peers, showing little evidence of improvement or following constructive feedback.
- Preparation: Frequently comes unprepared, with homework often incomplete, missing, or late.
- Attendance and punctuality to class have been problematic, with noticeable absence/lateness.

1: Unsatisfactory (Academic Contract needed)

- Consistency: Consistently demonstrates no effort and does not participate in class discussions or activities.
- Preparation: Consistently unprepared, with a significant number of assignments incomplete or missing.
- Attendance and punctuality to class are unacceptable, with significant absence/lateness.

On-Track Grade (OTG)

The OTG provides a snapshot of a student's current performance and progress based on all formative and summative assessments, including internal assessments. It reflects the student's development across a range of evaluation measures.

Unlike the Assessment Grade (AG), which relates to a specific assessment, the OTG offers a broader perspective. Teachers should use their professional judgement, informed by IB/A Level grade descriptors and examination board guidelines, to determine OTGs.

Guidelines for Assigning OTGs:

1. Comprehensive Evaluation – Consider all relevant assessments to form a complete picture of performance.
2. Professional Judgement – Apply subject expertise and insight, aligned with IB/A Level grade descriptors.
3. Transparency and Communication – Explain clearly to students what the OTG represents and how it supports their growth.
4. Balance and Clarity – Indicate performance within the relevant grade descriptor but clarify that it is not a final guaranteed grade.
5. University Applications – Ensure students understand the relevance of OTGs in contributing to predicted grades for university applications.

Assessment Grades (AG)

AGs measure progress against the requirements of the final examination or assessment. They are based on teachers' evaluation of work in line with subject-specific criteria and grade descriptors.

Importance of AGs:

1. Reflecting Examination Requirements – AGs mirror the demands of final assessments, using official criteria from the relevant examination board.
2. Informed Decision-Making – They help students recognise strengths, identify areas for improvement, and plan their studies.
3. Readiness for Examinations – AGs indicate preparedness for final assessments and motivate students to aim for the required standard.

Guidelines for Assigning AGs:

1. Alignment with Grade Descriptors – Use official criteria and subject rubrics for accurate evaluation.
2. Drawing from Official Examination Material – Base summative assessments on past papers or adapted versions that meet current specifications.
3. Examination Conditions – Wherever possible, conduct assessments under formal exam conditions, ideally in the Lecture Hall on Cotuit campus.
4. 60-Minute Assessments – Use representative extracts or sections from one or more papers to reflect exam style, ensuring mark schemes differentiate between HL and SL where applicable.

Collaboration and Preparation:

Banks of assessment material are available via Heads of Faculty. Teachers are encouraged to collaborate, share best practice, and use these resources to ensure consistency and accuracy.

Reporting

In line with our commitment to fostering effective communication and providing valuable insights into students' academic progress and overall well-being, the school operates a comprehensive eight-period reporting system over the duration of the full academic programme (IB or A Level).

Each reporting period (RP) plays a distinct role in supporting the parent–school partnership and ensuring that students receive timely feedback and guidance.

1. RP1 – Settling-In Report (Year 1 – New Students Only)

Conducted during the first half term of Year 1, RP1 applies exclusively to new students. Pathway Managers compose comments that reflect:

- General academic progress.
- Engagement in clubs and activities.
- Overall well-being during the first 6–8 weeks at the school.

2. RP2 – End of Term 1 Report (Year 1)

Published at the end of Term 1, this comprehensive report includes:

- Academic feedback from teachers and academic tutors.
- A pastoral report from Pathway Managers.
- A short update from the University Guidance Director on initial university interests.

3. RP3 – Interim Report (Year 1)

An academic progress update providing:

- Assessment results (AG3).
- Effort Grade.
- Current On-Track Grade (OTG).

Comments are encouraged but a full written report is not required.

4. RP4 – End of Term 2 Report (Year 1)

Another full report at the end of Term 2, including:

- Academic feedback from teachers and academic tutors.
- A pastoral report from Pathway Managers.

5. RP5 – End of Year 1 Report

A significant report marking the close of Year 1. It contains:

- An overall academic summary from teachers.
- Summer targets/homework set by academic tutors.
- A pastoral report summarising the year from Pathway Managers.
- A report from the University Guidance Director on university research and preparation for Year 2 applications.

6. RP6 – End of Term Report (Year 2)

The first Year 2 report, published at the end of Term 1, includes:

- Comprehensive academic feedback from teachers and academic tutors.
- Information on Internal Assessment (IA), Extended Essay (EE) or Extended Project Qualification (EPQ) progress.
- Assessment data.
- A pastoral report from Pathway Managers on study management and stress.
- A brief update from the University Guidance Director on applications, interviews, and standardised tests (if applicable).

7. RP7 – Interim Report (Year 2)

An academic progress update containing:

- Mock exam results.
- Confirmation of Internal Assessment completion.
- Effort Grade.
- Current On-Track Grade (OTG).
- Key information regarding any underachievement.

Comments are encouraged but not mandatory.

8. RP8 – End of Programme Report (Year 2)

The final report of the programme, providing:

- An overall academic summary from teachers, including an indication of the final grade based on current performance.
- Encouragement from academic tutors for final exam preparation.
- A summary from Pathway Managers reflecting on the student's time at the school, along with well wishes.
- A University Guidance Director update on any offers received.

Parent Consultation Days

Two Parent Consultation Days take place each academic year:

- End of Term 1.
- End of Term 2.

School reports are used as reference points during these meetings, ensuring focused and constructive dialogue between parents and the school.

Academic Expectations

IB Diploma Programme candidates must earn at least 24 points in total, including a minimum of “9” points in total from their SL classes and at least “12” points in total from their HL classes on each assessment (AG).

Students should be aware of the additional minimum passing expectations as stated in the IB Diploma Programme General Regulations Document (Article 13 – Awarding of the Diploma), seen below:

Article 13: Award of the IB Diploma

- 13.1 All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of these regulations.
- 13.2 The IB Diploma will be awarded to a candidate provided all the following requirements have been met.
- a. CAS requirements have been met.
 - b. The candidate's total points are 24 or more.
 - c. There is no “N” awarded for theory of knowledge, the extended essay or for a contributing subject.
 - d. There is no grade E awarded for theory of knowledge and/or the extended essay.
 - e. There is no grade 1 awarded in a subject/level.
 - f. There are no more than two grade 2s awarded (HL or SL).
 - g. There are no more than three grade 3s or below awarded (HL or SL).
 - h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
 - i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
 - j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.
- 13.3 A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

It is expected that Diploma students meet deadlines set by the teacher or coordinator. Meeting a deadline means that IB assignments should be submitted on time and meets all requirements.

A-Level Pass Requirements

To be awarded a full A-Level qualification, students must achieve a minimum of an E grade in each subject. An E grade typically represents performance at around 40% of the total available marks across all components, though the exact grade boundaries vary between exam series, subjects, and awarding bodies (Pearson/Edexcel, OCR, AQA). Grade boundaries are set annually and published after results day, based on the performance of the national cohort.

Any overall mark falling below the threshold for an E grade will result in an Ungraded (U), meaning the student has not met the awarding body's minimum Level 3 standard.

In line with JCQ's General Regulations and the requirements of Pearson/Edexcel, OCR, and AQA, the school must be confident that each student has:

- Maintained full engagement with the A-Level course throughout its duration.
- Completed all required internal assessments, coursework, and non-examined assessment (NEA) to the standards and deadlines set by the awarding body and the school.
- Prepared thoroughly for examinations through consistent independent study in addition to active participation in lessons.
- Met attendance and punctuality expectations, which are essential to covering the curriculum in full.

Coursework and NEA Requirements

Certain subjects, such as Art and Computer Science, have substantial coursework or NEA components which are integral to the final grade.

- Art (Pearson/Edexcel): Students must complete a Personal Investigation (internally assessed and externally moderated) and an Externally Set Assignment. Both components are mandatory and together account for 100% of the final grade. Missing any component will normally result in a U grade.
- Computer Science (AQA/OCR): Students must complete a Programming Project (NEA), typically worth 20% of the final grade, alongside written examination papers. Failure to submit the NEA to the required standard and by the awarding body deadline will jeopardise the overall qualification.

All coursework/NEA must:

- Be entirely the student's own work, in compliance with JCQ Instructions for Conducting Non-Examined Assessments.
- Be submitted in line with both internal school deadlines (to allow for marking and internal standardisation) and awarding body final deadlines.
- Meet the assessment criteria set by the relevant specification. Extended Project Qualification (EPQ)

For students undertaking the EPQ (Pearson Edexcel), successful completion requires:

- A clearly defined and approved project title.
- Completion of a production log, recording planning, research, development, and reflection.
- A final product (which may be a written report, artefact, or performance, depending on the project type).
- A presentation to a non-specialist audience, assessed against the awarding body criteria.

All EPQ components must be completed to the required standard and submitted within deadlines. As with A-Levels, the EPQ is graded from A*–E, with a U indicating that the work has not met Level 3 standards.

Readiness for Entry

Students will only be entered for their A-Level or EPQ examinations when there is a realistic prospect of success. If a student's performance or engagement falls below the required standard, interventions will be implemented, which may include:

- Additional academic support sessions.
- Structured independent study plans.
- Close monitoring and progress reviews.

Failure to respond to these interventions may result in an Academic Contract and formal communication with parents/guardians.

This process ensures that all entries are made with integrity, in the best interests of the student, and in compliance with JCQ and awarding body regulations.

Academic Intervention

Students failing to meet the expectations of their course will receive targeted, personalised support to help improve performance. Interventions are determined by the relevant faculty and tailored to the needs of the individual. A key trigger for intervention will be the Effort Grade (EG) in the student's subject(s).

UKVI Visa Compliance

All students on a Student visa are required under UK Visas and Immigration (UKVI) regulations to maintain full attendance, punctuality, and active participation in their studies. Failure to engage fully in lessons, meet coursework deadlines, or attend scheduled interventions may result in the school having to report non-compliance to UKVI, which could affect the student's visa status.

Internal Assessment and Coursework Requirements

- IB Diploma Programme: Students must complete all Internal Assessments (IAs), the Extended Essay (EE), and Theory of Knowledge (TOK) requirements by the deadlines set in the IB Assessment Calendar. Non-submission or persistent late submission can result in the student being withdrawn from components and therefore being ineligible for the full Diploma.
- A Level Coursework: In subjects such as Art & Design and Computer Science, coursework is a significant proportion of the final grade. All coursework must be completed independently, meeting exam board standards and the deadlines published in the Academic Calendar. Late submission without an approved extension will be penalised in line with awarding body regulations.
- EPQ: Students undertaking the Extended Project Qualification must meet all interim and final deadlines set by the supervisor. Failure to engage with the research and production process may result in withdrawal from the qualification.

Supportive Measures

a. Booster Lessons

One-to-one or small group sessions for students who require targeted subject support.

- Timetabled as mandatory lessons.
- Most relevant for students showing good effort but with gaps in subject knowledge.

b. Academic Support Sessions

Skills-based subject support in a specific area or topic, available at set times (e.g. lunchtime or after school).

- Compulsory for students whose Effort Grade in a specific subject drops below 3.
- These students are likely to be marked as 'Developing' by their Pathway Manager.
- Should be used before/after an AG, or to prepare for an internal assessment, PAGS, or coursework submission.

c. Supervised Study

Mandatory, structured study sessions (usually in the evenings) for students with an average Effort Grade across all subjects below 3 (Average).

- These students are likely to be marked as 'Developing' by their Pathway Manager.
- Attendance continues until sustained improvement is achieved.

d. Detention

Students who fail to engage with any mandatory support measures will be required to attend Friday after-school detention.

Consequences for Failing to Meet Academic Expectations

IB Diploma:

An IB Diploma Candidate failing to earn at least 24 points overall (including 9 from SL and 12 from HL) will meet with their Pathway Manager, Academic Tutor, and, where necessary, the IB Coordinator. This may lead to an Academic Commitment Contract.

- Continued underperformance may result in the student being entered for IB Course Certificates instead of the full Diploma, which may limit university options (see Article 9 in the IB Diploma Programme General Regulations).

A Level:

Students with substantial underachievement in assessments and mock exams (below 25% in Year 2 mock exams) may be withdrawn from upcoming exams.

- Full support will be provided, but students must demonstrate commitment by completing classwork, coursework, and engaging with interventions.

Academic Tutoring and Pathways Support

The Academic Tutorial system at EF Academy Oxford provides coordinated academic and pastoral support through the combined work of Academic Tutors, Pathway Managers, and the Director of University Guidance.

- **Academic Tutors** are responsible for the day-to-day academic support of their tutor group, meeting them each morning, delivering weekly Pathways Support sessions, and ensuring students are attending relevant support or extension activities. They are equally responsible for stretching and challenging high-achieving students in line with their chosen Pathway, signposting to academic extension opportunities, enrichment programmes, and subject-specific reading. Academic Tutors also advise on and approve CAS experiences in collaboration with the CAS Coordinator.
- **Pathway Managers** oversee the student's broader academic journey, ensuring alignment with their chosen university pathway. They coordinate intervention plans for underperforming students, monitor progress through regular review of achievement targets, assessment data, and effort grades, and act as the first point of contact for academic concerns. They also liaise with Heads of Faculty, track engagement across all subjects, and support students with study skills, time management, and overall academic readiness.
- **The Director of University Guidance** ensures each student's academic programme, subject choices, and extension opportunities are aligned with their post-secondary ambitions. They work closely with Academic Tutors and Pathway Managers to provide targeted advice, prepare students for applications, and support them in securing offers from universities that match their goals and potential.

These three roles work in close partnership, sharing information regularly and agreeing on coordinated strategies for both academic intervention and academic extension. This collaborative approach ensures that students receive consistent, personalised guidance throughout their time at EF Academy Oxford, from initial settling-in to securing their best possible university outcome.

Additional Pathways Support

All students are expected to spend a considerable amount of time outside lessons completing assignments, consolidating knowledge, improving techniques, and pre-reading.

- IB Diploma students are expected to spend a minimum of 3 hours per week for each Higher Level subject and 1.5 hours per week for each Standard Level subject.
- A-Level students are expected to study for a minimum of 5 hours per subject per week.

This independent study can be undertaken in a student's room, in teaching rooms in Cherwell Building, the Student Lounge (open for study-only use between 19:30 and 21:00), or at Oxford Brookes Library.

Supervised Study

If students have an average Effort Grade below 3, they will be required to attend Supervised Study sessions on designated evenings of the week (19:30 – 21:00 at Cotuit Campus) until the Academic Tutor, Pathway Manager, and relevant teachers are satisfied with their progress (typically a minimum six-week period).

These sessions are supported, independent study periods designed to address identified knowledge or skill gaps. They provide time to:

- Catch up on missed work.
- Review subject content.
- Practise exam-style questions.
- Reinforce study skills covered in Pathways Support sessions.

Teachers may allocate additional work during this time to maximise the opportunity for improvement.

Academic Support Sessions

Students who record an Effort Grade below 3 in any individual subject may also be required to attend compulsory Academic Support Sessions in that subject. These sessions are skills-based or topic-focused and may take place during lunchtime or after school. Attendance will be monitored and is a requirement for continued academic progression.

If during evening study time students wish to remain late in one of the communal areas, they must obtain permission from a House Parent.

Monitoring & Guidance

Each Faculty/subject has designed its own bank of comments according to set achievement criteria for reporting. Students and parents receive written subject reports via Managebac.

Comment banks ensure that all teachers' judgments on students' attainment are focused sharply on examination-board requirements. As well as being based on standardized assessment criteria and grade descriptors, the comment banks allow for comment on effort. More individualized, holistic, and subjective comments are available to parents in the Pastoral Reports.

"On Track Grades", "Assessment Grades", "Effort Grades" and "Formative Assessments" are available on Managebac – and accessible to students and parents - as they are published.

IB students: levels 1-7, with 7 being the highest

A level students: grades U-A*, with A* being the highest.

Note: an "E-" grade is awarded for those A-level students who are within the "U" grade boundary but have scored 25% or more. The "E-" category is intended to motivate students to work towards a pass grade.

Subject teachers will...

- Track each student's grades and intervene (by, e.g. extra lessons) if the student is not "on track" for their target grade or are showing below satisfactory levels of effort
- Challenge and encourages students who are "on track" so that they may exceed their current targets (by extra tasks, academic enrichment, etc.)
- Provide additional support classes for students who need further guidance.

Academic Tutors will conduct...

- Daily Morning Meetings
- Weekly Pathways Support Sessions
 - Study Skills
 - University and career guidance
 - Health and wellbeing
- Meetings to determine and manage a student's performance and progress by using Managebac to review a student's most recent academic progress data (EG/OTG/AG).

Pathway Manager support Academic Tutors through:

- Guidance and Goals: Pathway Managers assist students in building study skills and achieving academic targets, while planning Pathways Support sessions and Assemblies.
- Progress Monitoring: They oversee student progress, ensuring optimal development, and act as contacts for global admissions offices and parents.
- Essential Support: Pathway Managers play a vital role by coordinating necessary assistance for student success.
- Collaborative Approach: They work closely with Academic Tutors, Teachers and the Director of University Guidance discussing progress and arranging extra support, if needed, while maintaining communication with parents and global enrolment offices.

Heads of Faculty ensure:

- That all grades have been entered by teachers and that individual student targets are appropriate
- Consistency of student learning within and across teaching sets
- That any anomalies in student performance or teacher assessment practice are investigated and remedied
- That the sequencing, nature, and timing of assignments are appropriate throughout the faculty
- That the Programmes of Study/Schemes of Work are being properly assessed
- That groups of students who are underachieving or “coasting” receive full and timely Faculty support and intervention/challenge

Heads of Faculty have access to reports from ManageBac for analysis of key data used in departmental tracking and interventions. This data should include and analysis of effort grades, On-Track grades, and assessment grades.

Heads of Faculty should sample homework set and the marking of homework. They may also survey the students about the type of homework set and the nature and frequency of feedback given.

Course Coordinators

The Course Co-ordinators monitor Faculty performance using the IB and A-level “Tracker” showing student performance data in “effort”, “on track” and “assessment”– against target grades - across all subjects. This information is stored in a central spreadsheet (UPAWS), and referred to regularly in meetings (SLG/ALT/PMs)

The Deputy Head of School, IB Coordinator and Heads of Faculty/Subject Coordinators meet at least once a week, formally as the Academic Leadership Team (ALT), to discuss Faculty performance as measured via assessment data.

Recognition for positive attributes

At EF Academy Oxford we like to focus as much as possible on the positive attributes of our students.

This is a way of an individual member of staff recognising students who have demonstrated behaviour and attitudes aligned with the attributes of the EF and IB Learner Profile and:

- Demonstrate diligence
- Show initiative
- Achieve good results in assessments or assignments
- Perform deeds to enhance the school community
- Respond positively, in a variety of ways, to their peers or the school

Recognition will be noted on Managebac, and incentives will be given to individual students, in assembly, as per schedule.

These incentives may include, but are not limited to:

- Group breakfast or lunch/dinner
- Amazon voucher
- iTunes voucher
- EF Academy merchandise
- Curfew extension

Conversely, we also have clear policies and sanctions for students who are not putting in the required effort to achieve the course. Please refer to the behaviour policy on Globalnet.

Authorised Absence from Lessons

EF Academy Oxford expects all students to be in school every day from the start of term to the end of term. The definitive school holiday dates are in the school Calendar.

There is a statistical correlation between the number of absences (authorised or unauthorised) and A-Level/IB Diploma results. Students with lower levels of attendance achieve lower grades in their final examinations.

We expect all students to attend all lessons and, as far as possible, maintain an overall attendance of 100%. There are some exceptional circumstances in which authorised absence may be granted:

University admissions	Includes admissions tests, interviews, and school-arranged practice interviews
Academic enrichment	Trips to university departments organised by the school
High school examination completion	By negotiation - to fit in with school assessments
Bereavement of close family member	
Issues regarding military service	
Medical-related issues	Medical appointments,
Visa related issues	Visa appointments, embassy visits, police checks Visa compliance officer must be informed to ensure that absence is approved.

All requests (apart from visa related issues) should be made to the relevant Pathway Manager. Students must show proof of the circumstance to receive authorisation; if students are absent for other reasons, the attendance record for that period will indicate an unauthorised absence.

Pathway Manager to advise whether students should apply for leave on Orah. Once absence is approved by the Pathway Manager, students should apply for their absence through the Orah App. Students must apply for this pass and submit it, at least, 48 hrs. in advance of the request. Their parents / guardians must also confirm and give the reason why they would like to be absent from school (Orah). See Attendance Policy for more information.

eLearning, AI Integration, and Digital Safety

Purpose and Approach

At EF Academy Oxford, eLearning and digital tools are used to **enhance, not replace, classroom teaching**. Technology supports academic achievement by enabling personalised learning, extending access to resources, and providing new methods of assessment and feedback. Staff are expected to integrate these tools thoughtfully, ensuring they complement established teaching methods and maintain the school's high academic standards.

eLearning and Digital Tools

- eLearning should be embedded into teaching where it supports student progress (e.g. through eAssessment, eFeedback, or targeted digital resources).
- Staff are encouraged to share best practice in the use of digital tools to strengthen consistency and innovation across faculties.
- Independent learning platforms, online collaboration spaces, and digital resources should be introduced with clear guidance so students understand how to use them effectively.

Artificial Intelligence (AI) in Learning

- AI has become an increasingly important educational tool. At EF Academy Oxford, we recognise its potential to support personalised learning and critical engagement with information. However, AI must be used responsibly and ethically.
- Students must:
- Uphold academic integrity when using AI, ensuring their work remains original and correctly referenced (see *Academic Honesty and Integrity Policy*).
- Use AI only as a support tool to develop understanding, not as a substitute for their own thinking or analysis.
- Be aware of the limitations of AI, including algorithmic bias and the risk of misinformation.

Teachers are expected to:

- Provide guidance on responsible AI use, emphasising critical evaluation and independent thought.
- Teach students how to cite AI-generated content properly, reinforcing academic honesty.
- Encourage reflective tasks that allow students to assess how AI contributes to their learning.
- Help students identify reputable AI tools that align with academic standards and subject relevance.

Alignment with JCQ, IB, and Awarding Bodies

- The JCQ Instructions for Conducting Examinations (2024, Section 11.1) make clear that any use of AI or unauthorised digital assistance in assessed work is classed as malpractice. This includes using AI to generate essays, responses, or coursework material without clear acknowledgement.
- Pearson/Edexcel, AQA, and OCR explicitly warn against presenting AI-generated work as a student's own. Failure to properly reference AI use can lead to disqualification from the subject or even all qualifications entered in that series.
- The IBO Academic Integrity Policy (2021) requires students to declare the use of AI in coursework (e.g. Extended Essay, Internal Assessments). Undeclared AI use constitutes academic misconduct and may result in withdrawal of the Diploma or subject certificates.

- All staff must therefore ensure that eAssessment and coursework submissions are checked for originality. Suspicious or formulaic work should be investigated in line with the school's Academic Honesty and Integrity Policy.

Digital Safety

The school is committed to maintaining a secure digital environment for all students.

Staff must:

- Ensure all digital tools used in teaching meet data protection and safeguarding requirements.
- Actively promote safe and responsible online behaviour, including awareness of privacy, consent, and appropriate communication.
- Monitor student use of online platforms and report any safeguarding concerns to the Designated Safeguarding Lead.

Digital Platforms: Google Suite (G-Suite) and ManageBac

Google Suite (G-Suite)

Google Suite is the core platform for communication, collaboration, and resource sharing between staff and students. **Google Classroom** is the primary tool for managing class information, distributing resources, and supporting both in-school and remote learning.

Teacher Expectations

- Every teacher must establish and maintain a Google Classroom for each of their classes.
- All resources, assignments, deadlines, and announcements must be uploaded in a timely manner to ensure accessibility for all students, including those who are absent due to illness, visa delays, or approved leave.
- Teachers must ensure that Google Classroom is regularly updated with clear, well-organised materials to support independent study, catch-up work, and blended learning if required.
- Teachers may use other Google tools (Docs, Slides, Sheets, Forms, Drive) for collaborative work, ensuring consistency across subjects.

Student Access and Use

During Welcome Week, students receive training on how to use G-Suite effectively. Key functions include:

- Gmail: Secure communication for academic purposes. Restrictions on external communication may be applied for safeguarding.
- Google Calendar: Centralised calendar with all school deadlines, key academic dates, and class events.
- Google Drive: Creation, storage, and collaboration on documents, presentations, and projects, with real-time collaboration features.

Students are expected to check Google Classroom and Gmail daily to ensure they are aware of deadlines and instructions.

ManageBac

ManageBac is the school's learning management and reporting platform. It serves as the main system for overseeing curriculum, assessment, attendance, and communication with both students and parents.

Core Functions

- Curriculum and Planning: Lesson plans, unit outlines, and programme structures are uploaded for student and parent visibility.
- Assessment and Feedback: Grades, feedback, and progress data are recorded and accessible to students, parents, and staff.
- Attendance: Full lesson attendance is recorded in line with the Attendance Policy. This is critical for UKVI compliance and internal monitoring.
- Communication: Announcements, deadlines, and calendar entries provide clear updates to students and parents.
- Tasks and Coursework: Teachers must log assignments and coursework deadlines, linking them where appropriate to G-Suite resources.
- Tutor and Pathway Reports: Tutors and Pathway Managers contribute comments, reflections, and reports to track student progress.

Staff Responsibilities

- Teachers are expected to enter accurate assessment data, assignment deadlines, reports, and up-to-date curriculum information into the appropriate platforms.
- Behaviour Reports should be completed if issues with attendance or punctuality persist. Parents must be informed and included in the follow-up.
- Commendation Reports should be used to recognise and celebrate positive behaviour, effort, or achievement in class. Parents should also be informed of such successes.
- Pathway Managers and the Director of University Guidance are responsible for ensuring that student reports and progress reflections are uploaded promptly to support timely interventions and parent communication.
- SLT, ALT, and all teaching staff are expected to use ManageBac proactively to identify underperformance, track student engagement, and initiate appropriate interventions where necessary.

Additional Online Resources

- Students have access to e-textbooks and external digital resources to support independent study.
- If a student is absent, it is their responsibility to access lesson materials uploaded on Google Classroom.
- Students should not attend online lessons if they are unwell; absences will be recorded in line with the Attendance Policy.

Devices and Usage in Lessons

- Students must bring a fully charged laptop (with charger) to all lessons. Laptops are to be used for notetaking, research, and class assignments.
- Mobile phones may only be used in lessons for educational purposes (e.g. translation, experiment documentation) and strictly with the teacher's permission.

e-Safety

All staff must actively promote and model safe digital behaviours in line with the school's e-Safety Policy (2025). Staff are responsible for reporting any safeguarding concerns arising from digital interactions to the Designated Safeguarding Lead.

Alignment with the Academic Integrity Policy

The integration of AI and eLearning at EF Academy Oxford must be understood within the framework of the school's Academic Integrity Policy. While AI tools can provide valuable support for research, practice, and skill development, all formally and informally assessed work—including IB Internal Assessments, the Extended Essay, A Level coursework, and the Extended Project Qualification (EPQ)—must remain the authentic and original work of the student. Any use of AI must be appropriately acknowledged, in line with our referencing expectations, and improper use will be treated as academic misconduct.

Teachers are responsible for guiding students in the ethical use of AI and monitoring the authenticity of submitted work, supported by tools such as Turnitin and close engagement with student drafts. Misuse of AI by students will be sanctioned under the Academic Integrity Policy, and failure to apply appropriate safeguards may constitute maladministration by staff. By linking AI use explicitly with academic honesty, EF Academy ensures that technological innovation strengthens, rather than undermines, the principles of fairness, integrity, and academic excellence.

Appendix 1 – Language Policy

General language philosophy

The EF Academy community comprises students from a huge variety of national and cultural backgrounds who come together to study and learn to facilitate cross-cultural understanding and develop a global network.

As languages are an integral part of such diversity, we recognise the value for all members of our school community in being able to develop skills in additional languages, while maintaining their cultural identity and promoting their mother tongue. Acquisition of more than one language opens access to different cultures and perspectives and helps develop international mindedness.

English is the language of instruction and access to learning is therefore dependent on a student's ability to comprehend and communicate effectively in this language. English should be the language of the classroom. Consequently, a primary goal of our programmes is to bring all students to a level of competence in the key areas of reading, writing, and listening. Students are also encouraged to develop skills in speaking, viewing, and presenting to enable them to access the curriculum fully and effectively and integrate socially within our community.

All teachers are considered language teachers and are therefore responsible for supporting students in reaching this goal.

The Language Curriculum

At EF Academy, Oxford language refers to:

- English: The language of instruction
- ESL: English as a second language
- Mother Tongue: The language(s) most frequently spoken in the home

Although the language of instruction is English, for the majority of students, English is not their mother tongue and some speak one or more languages at home.

We aim to ensure students maintain their mother tongue and become additive bilinguals.

In the IB Diploma Programme, students may take English as either a Group 1 (A: Language & Literature) or Group 2 (Language Acquisition), depending upon their preference, level of proficiency and literacy in English and overall programme. The school sets high expectations of all its learners to set aspirational goals for language development.

The provision of Self-Taught Literature on the IBDP celebrates the diversity of language within our community.

The curriculum offer in Group 1 is regularly reviewed and aims to fit the profile of our intake and currently offers Language A: Literature in German, French, Italian, Spanish and English. Students following an A level programme are encouraged to complete qualifications in their mother tongue.

The opportunity for students to develop English literacy through ESL focused Pathways sessions for both A-level and IB students which encourages learners to develop their language profile. The IBDP curriculum offer of ab initio and an alternative Language B is also pivotal in our aim to promote language learning.

The Head of Language & Literature also ensures the needs of students who have been identified as below standard are being met. This can be in the form of one-to-one support or inclusion in ESL classes.

Language identification and placement on Diploma Programme or A level Programme

With this complex language situation within the school population, language learning is an important part of the curriculum. It is, therefore, important to identify the language profile of each student.

During the admission process, the language profile of students applying to join the Diploma programme is identified to inform the curriculum offer and ensure that students have the necessary linguistic level to successfully access the curriculum.

All students are tested pre- arrival and then again as part of the induction programme to ensure correct placement in Group 1 and 2 and ESL classes.

It is recognised that students who join the school with less proficient English skills will need time to develop their language skills in order to access the A level and IB curriculum. The Preparation course focuses on developing language skills to allow progression on to these courses.

Use of language on school campus

Students experience an enriched language immersion education in which English is the primary language of instruction and one of the many languages of social interaction.

As English is the language of instruction students are encouraged to communicate in English in lessons. A seating policy is used to encourage students to develop their academic English. However, at times it may be appropriate for students to exchange ideas and explore concepts in their mother tongue, even though the end-product will be presented in English. The preparation phase (researching, discussing, reflecting, etc.) can be carried out in the students' mother tongue to facilitate understanding. This is also useful in peer supported learning. Students should be aware that speaking their mother tongue might exclude others. Teachers and other members of the school community will encourage students to reflect on and adapt their use of mother tongue and English in accordance with the tasks set.

In order foster social integration in all aspects of the school community, Year 1 students share dormitories with different language speakers.

Extra- curricular opportunities for language development are also provided through the Activities Programme. This includes opportunities for public speaking, debating, and taking part in the Oxford Literary Festival.

Teaching, Learning and Assessment

In accordance with the IB Standards & Practices, the following language assessment practices have been implemented.

Prior knowledge

- All teachers should explore students' prior knowledge, skills and understanding in an appropriate way before embarking on new learning experiences. Teachers are expected to highlight key words used within a lesson and encourage the use of translational dictionaries in class.

Formative Language Assessment

- A balanced range of strategies will be employed during the teaching and learning process to inform teachers and students about how language learning is developing.
- Students will be provided with regular and prompt feedback to inform and improve their language learning.
- Formative assessment and teaching are directly linked and provide feedback that is responsive to student needs and informs teaching practice.

Summative Language Assessment

- Summative assessment happens at the end of a teaching and learning experience and is planned for in advance and may take a variety of forms including presentations, discussion, projects, and examinations.

Review Process

The Academic Leadership Team and representatives from the Languages faculty will be responsible for coordinating the implementation and evaluating the effectiveness of the Language Policy. This group will meet annually to carry out this on-going review.

Reviewed	August 2023
By	Dona Jones, Deputy Head of School
IB Sources	Learning in a Language other than mother tongue in IB programmes Guidelines for developing a school language policy

Appendix 2 – Academic Integrity Policy

Statement and Scope

Academic integrity is the foundation of fair, ethical, and principled education. At EF Academy Oxford, staff and students share responsibility for maintaining honesty in all teaching, learning, and assessment. This policy applies to all programmes and components, including IB Internal Assessments (IAs), Extended Essay (EE), TOK Essay and Exhibition, A Level coursework/NEA, and EPQ, as well as day-to-day classwork, homework, and informal assessments.

Rationale

We aim to develop learners who respect intellectual property, produce authentic work, and acknowledge sources (including appropriate attribution for AI tools). Staff are expected to model integrity, teach it explicitly, and use fair processes to ensure the authenticity of assessed work.

Alignment and Reference Documents

This staff policy complements the Student Academic Integrity Policy & Guide and should be read alongside:

- IB Academic Integrity and Academic honesty in the IB educational context
- IB Responsibilities of IB World Schools in ensuring the integrity of IB assessments
- IB Assessment principles and practices—Quality assessments in a digital age
- JCQ Suspected Malpractice in Examinations and Assessments: Policies and Procedures
- Relevant awarding-body specifications (AQA, Pearson/Edexcel, OCR) and school assessment policies

What Academic Honesty Means

Academic honesty is a set of values and behaviours that promote personal integrity and good practice in teaching, learning, and assessment. It requires transparent use and acknowledgement of others' work across all media and formats, including:

- Literature, essays, journals, websites
- Scientific reports, data sets, computer programs/code
- Visual artefacts (images, diagrams, charts), music, theatre, photography
- Any AI-generated content used to inform, structure, or draft ideas

Turnitin and similar tools can support integrity, but teacher engagement with student work remains the strongest assurance of authenticity.

Academic Misconduct (Students)

Academic misconduct is behaviour that gives an unfair advantage to a student or affects the integrity of assessment. Examples include:

- Plagiarism: presenting another's (or AI's) words/ideas as one's own without acknowledgement; uncredited translation.
- Collusion: when a student gains an unfair advantage by working with, or receiving assistance from, another person on work that should be completed independently. This includes allowing another student to copy their work, submitting work on someone else's behalf, or providing inappropriate support that compromises the authenticity of the assessment.
- Cheating in examinations: unauthorised materials/devices, communication, or access to AI.
- Duplication: re-using the same work for multiple components/qualifications.
- Falsification: inventing/altering data, references, artefacts, logs.
- Unauthorised AI use: using AI to generate substantive content/analysis without citation, or in ways disallowed by the component.

High-risk components: IB IAs, EE, TOK Essay/Exhibition; A Level coursework/NEA; EPQ. These must be the student's own authentic work produced under appropriate supervision.

Maladministration (Staff)

Maladministration is any staff action (deliberate or accidental) that compromises integrity. Examples:

- Authenticating work that is not the student's own; providing undue assistance/over-editing, templating.
- Falsifying IA marks, feedback, reflections, or EPQ logs.
- Ignoring or permitting unauthorised AI use; failing to follow IB/JCQ procedures.
- Mishandling secure assessment materials; inadequate exam conduct/invigilation; failing to report suspected misconduct.

Maladministration is a serious professional breach and may lead to internal disciplinary action and/or notification to awarding bodies.

Responsible Use of AI (Students and Staff)

Acceptable student uses (when allowed and with citation)

- Brainstorming ideas/research directions for IA, EE, EPQ; exploring alternative explanations for learning.
- Language refinement (grammar/clarity) and outline planning without replacing the student's own words/analysis.

- Preliminary summaries to orient research (must be verified against primary sources).

Unacceptable student uses (misconduct)

- AI-written paragraphs/sections for IA, EE, TOK, coursework, EPQ; AI-generated analysis/evaluation/discussion.
- AI-fabricated data, graphs, citations; full translation submitted as original.
- Paraphrasing AI text without acknowledgement; using AI in exams or controlled conditions.

Staff responsibilities re: AI

- Specify in each brief whether AI is permitted and to what extent.
- Require students to declare any AI use (tool, purpose, how it informed the work) in footnotes/appendices/bibliography.
- For IAs/EE/TOK/coursework/EPQ, require process evidence (drafts, research notes, code repos, logs) and, where relevant, AI transcripts or public links.
- Reject work where AI has replaced critical thinking or is not transparently acknowledged; escalate as suspected misconduct.

Use of Turnitin (School Expectation)

Turnitin supports education about citation and source use. It is mandatory (via ManageBac where possible) for:

- IB EE, TOK Essay, and all written IAs (where applicable)
- A Level coursework/NEA
- EPQ report and significant interim submissions

Staff must:

- Use Turnitin formatively (drafts) and summatively (final) as appropriate.
- Interpret similarity reports in context; similarity alone is not proof of misconduct.
- Use reports alongside teacher judgement, draft histories, and viva/interviews.
- Configure repository settings appropriately (department/HoF lead) and inform students how their work is stored/checked.

Staff Expectations by Component

IB Internal Assessments (IAs)

- Authentic, student-generated analysis; supervised planning and drafting.
- Teacher feedback is advisory, not editorial. No rewriting.
- Keep records: drafting stages, lab/field notes, raw data, supervisory comments.
- Verify data plausibility; challenge anomalies; require sources for secondary data.

IB Extended Essay (EE)

- Supervisor guides process and integrity; no writing or re-writing for students.
- Keep evidence: research questions, planning notes, interim drafts, supervisor meetings.
- Check references; address anomalies in a viva voce before authentication.

TOK Essay / Exhibition

- Encourage personal voice; feedback on clarity/argument only.
- No model answers/templates; ensure artefacts/commentaries are authentic.

A Level Coursework / NEA

- Explain permitted support; avoid over-editing or prescriptive templates.
- Keep drafts, check authenticity; apply component-specific authentication forms.
- For Computer Science NEA: require code repositories/change logs; check for AI-generated code without attribution.

EPQ

- Supervise production log and interim reviews; check authenticity through staged submissions and discussion.
- AI may not produce reflective logs, analysis, or findings; any AI support must be declared.

Procedure for Investigating Suspected Misconduct

1. Identify and preserve evidence
 - Keep originals, drafts, Turnitin reports, AI transcripts/links, lab notes, code logs, emails, timeline.
2. Notify
 - Inform Head of Faculty; for IB components, inform the IB Coordinator; for A Levels/EPQ coordinator.
3. Initial review
 - Compare against prior work; consider similarity data; assess plausibility of data/methods; consult specification rules.
4. Student meeting
 - Share concerns and evidence; invite explanation; gather further evidence (notes, drafts, AI records).
5. Decision and recording
 - Determine on balance of evidence; record outcome in the student record/ManageBac notes and inform parents/guardians as appropriate.
6. Apply sanctions
 - Use school sanctions (below) and, where required, follow IB/JCQ referral processes. Withhold marks/entries if necessary.
7. Report externally
 - For serious cases, report to awarding bodies per their procedures. Maintain an audit trail.
8. Follow-up
 - Educative response (targeted guidance/training), monitoring, and, where applicable, Academic Commitment Contract.

Where concerns involve staff conduct, refer to Maladministration and escalate to Deputy Head of School (Academics) immediately.

Consequences of Academic Misconduct (Students)

When there is sufficient evidence, students will:

- Be informed of the allegation and evidence and invited to respond (normally in writing).
- Be advised that information in serious cases may be shared with awarding bodies.

School sanctions (calibrated to severity and recurrence) may include:

1. Warning (with one opportunity to submit a new draft)
2. Loss of marks for a section
3. Loss of marks for a component
4. Loss of all marks for a unit
5. Disqualification and non-submission of a unit
6. Disqualification from all units in one or more qualifications
7. Disqualification from a whole qualification
8. Disqualification from all qualifications in that series
9. Candidate debarred from entering any exams for a set period

If an official coursework deadline has passed and authenticated replacement work is not feasible, no grade will be awarded for that component. For IB candidates, this may result in no Diploma.

Consequences of Maladministration (Staff)

Breaches of this policy by staff may result in:

- Formal warning and mandatory training
 - Removal from assessment/supervisory duties
 - Referral to SLT for disciplinary action
 - Notification to awarding bodies and adherence to their remedies (which may include invalidation of student work/entries)
-

Procedures to Avoid Maladministration

Staff must:

- Inform students and guardians about programme requirements and restrictions.
- Ensure students complete all assessment components fairly and genuinely, meeting deadlines.
- Support academic integrity as a core principle; act honestly and ethically at all times.
- Comply fully with IB/JCQ policies, procedures, and subject guides.
- Respond to and report suspected misconduct or maladministration promptly to the Head of Faculty/IB Coordinator/Exams Officer.
- Maintain secure storage and correct handling of confidential assessment materials and exam scripts.
- Keep clear records (feedback, drafts, authentication statements, Turnitin/AI documentation).

Turnitin and Authenticity – Practical Guidance for Staff

- Before submission: teach referencing, exemplify good paraphrase/synthesis, and set staged drafts.
- During drafting: encourage self-checking with Turnitin and corrective action; monitor unusual jumps in quality/tone.
- On final submission: review similarity reports with judgement; where needed, hold a viva/academic discussion to confirm authorship.
- Data retention: store integrity evidence (drafts, logs, transcripts) in line with school/awarding-body requirements.

Good Practice Recommendations for Students (to be taught and reinforced by staff)

- Acknowledge all sources using the agreed referencing style; cite in-text and list in bibliography.
 - Use quotation marks/indentation for exact words and attribute accurately.
 - Cite images, maps, charts, tables, datasets, code, music, films, and lyrics.
 - Distinguish clearly where borrowed material starts and ends.
 - Do not use sources that cannot be traced or verified.
 - Keep all drafts, notes, and research records; ask teachers when unsure about referencing.
 - Declare any AI use (tool, date, purpose) and ensure the final work is genuinely your own.
-

Reference Table: AI and Integrity in Major Assessments

Component	Acceptable (with declaration/citation)	Unacceptable / Misconduct	Staff Responsibilities	Evidence to Retain
IB IAs	Idea-generation prompts; grammar checks; outline planning.	AI-written analysis/discussion; fabricated data; AI translation as final text.	Specify AI rules in brief; supervise drafts; challenge anomalies.	Draft versions; lab notes/raw data; Turnitin; AI transcripts (if used).
IB EE	Brainstorming focus; planning structure; language refinement.	AI-generated paragraphs; fabricated references; uncredited paraphrase/translation.	Supervisor guidance only (no rewriting); check references; viva voce before authentication.	RQ iterations; meeting notes; Turnitin; AI declaration; final viva record.
TOK Essay/Exhibition	Brainstorming knowledge questions; clarity checks.	AI-authored commentary/essay; templated responses.	Ensure personal voice; discuss drafts; prohibit templates.	Drafts; meeting notes; final authentication.
A Level Coursework/NEA	Proofreading for grammar; planning outline.	AI-generated content/analysis; over-edited submissions.	Make limits explicit; authenticate; apply board forms.	Drafts; Turnitin; teacher authentication records.
EPQ	Planning structure; idea brainstorming.	AI-written logs/discussion/findings; fabricated sources.	Monitor production log; interim interviews; confirm authenticity.	Logbook; drafts; Turnitin; interview notes.
Coding/CS NEA	IDE assist for syntax; explanation prompts.	AI-written substantive code submitted as own; no attribution.	Require repo history; code reviews; question students orally.	Git/log history; screenshots; Turnitin for report; AI declaration.
Languages	Word/phrase look-ups; grammar suggestions.	Full-text AI translation; style transfer as own.	Require original draft + translation history.	Parallel drafts; tool declaration; teacher notes.

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 2022)

At EF Academy we are committed to meeting the learning barriers of students and ensuring that they make progress, in line with our mission to provide life-changing education for global citizens. It has been our mission, for over 50 years, to give confidence and freedom to people of all ages, nationalities, and backgrounds. This supports the IBO aim that IB programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

EF Academy endeavours to ensure that this mission statement is adhered to by all members of staff, regardless of the role they play. Apart from an appropriate CEFR B2 Upper Intermediate level; EF Academy has a non-selective policy of enrolment into the A level and IB Diploma Programmes. Therefore, students enter the programmes from a wide variety of education systems, experiences and with an age range of 16-20.

OBJECTIVES

- Providing an array of stimulating experiences, according to the student’s level, whilst ensuring that the student feels valued and not intimidated by competition from their peers
- A standardized approach to monitoring throughout the school for strategies to be effective: weekly Pathways Support sessions, lunchtime skills workshops and after school focused assistance
- Comprising individual student strategies for each term - fulfilled by the role of the Pathway Manager, meeting with students one-to-one on a regular basis. Individual Educational Plans (IEP) to be referred to regularly.
- Where necessary, provide additional support through structured interventions and one-on-one support with a learning support assistant.
- Making full and appropriate use of the ‘in school’ resources - instructing students on how to effectively use the library, science equipment and specific subject resources
- Encouraging students to make full use of the ‘out of school’ resources – directing them to local off-site facilities as well as organizing class trips
- Familiarization of the expectations of higher education by providing weekly 1 hour Pathways Support sessions integral to the two-year course. Again, ensuring that IEPs are used to consider challenges individuals may currently be facing
- Developing individual strategies to help the student to work at their own level (providing for differentiation) to fulfil both IB and A Level curriculum requirements

FACILITIES

At EF Academy, we are aware that under the Equality Act 2010, schools must consider issues which may act as barriers to participation for children and how the school intends to overcome these. Such barriers may include accessibility to buildings, visibility or auditory requirements in classrooms, or toilets.

- On site, ramps and an elevator are integral to the architecture of the school (Cherwell campus) - providing accessibility throughout.
- In each classroom, is a sufficient amount of light in order to aid the visibility of learning materials. The glare from computers is combated by way of blinds and timed lighting.
- The acoustics of each room has been considered by having flush and sealed windows and doors, in order to retain the appropriate level of sound. Integral speakers are also in place so that the level of volume can be adjusted accordingly.

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

RIGHTS AND RESPONSIBILITIES

Students

All students have the right to:

- have an IEP in place for their learning and inclusive access arrangements for examinations and internal assessments where appropriate documentation has been provided.
- seek advice from their Academic Tutor, Pathway Manager, Course Coordinator or subject teacher if they believe their individual learning needs are not being catered for.
- ask for support if they believe they have barriers to learning due to a short-term or long-term concern.

All students have a responsibility in communicating their needs to:

- the enrolment officer upon enrolment if they have an ongoing learning need that the school should be aware of.
- their Academic Tutor, Pathway Manager, Course Coordinator or subject teacher if they believe they have individual learning need that may need attention during their time at EF Academy.

All students are also responsible attending any appointments or meetings with staff or external agencies to support their learning need.

Parents

All parents have the right to:

- have the learning needs of their child met and supported whilst enrolled at EF Academy.
- be involved in any discussions held to explore potential learning barriers that their child may be facing

All parents have the responsibility to:

- disclose their child's learning barriers, and share proof of documentation to the admission offices prior to enrolment at EF Academy
- disclose any anecdotal information they have observed in combination with professional diagnoses, in order to help identify the barriers and ways to support their child
- As guided by the Inclusion Coordinator, with the best interest of the student in mind, arrange for their child to be externally assessed to ensure appropriate examination arrangements are provided by the relevant examining bodies.

Global Enrolment Offices

EF Academy global enrolment offices are responsible for:

- obtaining information and the relevant documentation from parents and students about any learning barriers of the students they enrol
- reassuring parents that students with learning barriers will not be disadvantaged if they disclose any information regarding special needs requirements of their child
- informing EF Academy and uploading evidence on Alpha (during the admissions process) any learning barriers the student has prior to arrival at the school under 'Academic Addendum'/'Health Addendum'.
- informing all students with learning barriers that they are entitled to an Individual Educational Plan (IEP) and support when and if required.

The Inclusion Coordinator (previously SENCo)

The Inclusion Coordinator (InCo) has the right to:

- timely information from the global enrolment offices about potential learning barriers associated with incoming students
- support from all relevant stakeholders in administering and supporting the learning needs of any student on the inclusion register
- protected time on their timetable to organise meetings with various stakeholders
- a reasonable budget for training, materials and resources

The Inclusion Coordinator has the responsibility to:

- be familiar with, and act in-line with any government laws and publications; ISI documentation; relevant policy expectations published by the IBO, A-Level exam boards and JCQ
- provide dynamic and innovative leadership in furthering IB and A-level students' that have been identified as having a learning barrier
- take the initiative in working with Heads of Faculty to develop ways in which students with learning barriers can be taught and learn more effectively in terms of subject-specific outcomes
- ensure that the students with learning barriers (and their parents) understand that they have a right to have an IEP
- set ambitious targets for the students identified, and evaluating progress towards them, through IEPs
- produce and maintain a central Inclusion Register
- ensure a meeting occurs with students on the Inclusion Register each half term to review and update their IEP
- ensure all students make very good or outstanding progress towards individual, faculty and EF Academy targets
- ensure all students receive high quality formative feedback and that this is evident in marking
- ensure that teacher assessments are accurate, differentiated (when needed) and regularly moderated within all Faculties
- ensure that differentiated intervention plans are implemented for under-achieving students, noted in IEPs
- ensure the inclusion provision is in line with the EF Academy Academic policy, procedures, and expectations
- observe lessons as required, providing detailed constructive feedback to teachers on strengths and targets for improvement (within the IEP), and encouraging the sharing of effective teaching, learning, and assessment practices throughout the school
- be in regular contact, throughout the academic year, with the parents, enrolment offices, Heads of Faculty, Course Coordinators and school's examinations officer regarding any provisions, so that the applications for access arrangements to the examinations board is correct according to the student's needs
- inform the IBO and A level examination boards of all students who require inclusive access arrangements for external examinations in line with the respective guidelines. This should be completed in conjunction with Course Coordinators & Examinations officer.

The Pastoral Team

The Pastoral Team have the right to:

- timely information from the global enrolment offices about potential learning barriers associated with incoming students
- support from the Inclusion Coordinator in administering and supporting the learning needs of any student on the inclusion register

The Pastoral Team have the responsibility to:

- gather additional information on each student during the enrolment process, making sure any amendments are noted on Alpha (Salesforce)
- make a note of each student requiring access arrangements on the correct section of Alpha (Salesforce)
- communicate with the parents and enrolment offices if they are alerted to issues with a student that may be related to learning barriers

Teachers and Academic Leaders

Teachers have the right to:

- timely information from the InCo about potential learning barriers associated with incoming and current students
- support from the Inclusion Coordinator in supporting the learning needs of any student on the inclusion register
- training and detailed information on any learning barrier that they might be unfamiliar with
- regular access to the IEPs on file for students with learning barriers
- regular collaborative planning sessions to discuss 'best-practice' strategies to assist students with learning barriers

Teachers have a responsibility to:

- ensure that they are aware of the students with learning barriers in all the classes they teach
- implement IEPs of each student on the Inclusion Register.
- ensure that suitable access arrangements are made for students who require alternative arrangements for assignments, tests and internal examinations.
- alert the InCo and Pastoral team to any learning barriers/issues that they believe may not have been disclosed at enrolment.
- ensure that lessons, activities, hand-outs and other resources are accessible to all students they teach.

IDENTIFYING STUDENTS WITH LEARNING BARRIERS (Post-Arrival on campus)

At the discretion of the Inclusion Coordinator (InCo) and the Course Coordinator, a student is said to have a learning barrier if they have been identified as having a learning difficulty that calls for special educational provision to be made. Examples of these barriers have been taken from P7-9 of the IBO's Access & Inclusion Policy (September 2022) and can be found on page 12 & 13 of this policy. A clear and systematic procedure is in place:



APPROACHES TO TEACHING: STUDENTS WITH LEARNING BARRIERS (expectation)

Language concerns and specific learning barriers, issues and focus points, with reference to IEP documents, are frequently discussed within IB/AL subject faculties, in addition to a weekly Academic Leadership Meeting.

All faculties provide the respective InCo with glossaries and essential vocabulary for students who need more assistance (as per Language Policy).

All subjects provide extra support sessions which encourage and support the culture of problem solving.

Once the student has arrived in school a meeting will take place with the InCo and the appropriate Course Coordinator and Pathway Manager, where adjustments or allowances may need to be made.

Below are some examples of practiced exercises that have proven to effectively assess students with a learning barrier:

- Presentations: a verbal demonstration of skill, knowledge and understanding of a particular topic. The student can narrate or describe the stimulus provided. A suggestion is that identified students complete these one-to-one, so the student feels less intimidated than a public presentation in a classroom environment.
- Interview: an interview helps the teacher as much as the student. Teachers/Academic Tutors/Pathway Managers can ask the student various questions relating to their academic performance and potential issues that they are facing when learning.
- Observations and learning walks: each Head of Faculty conducts regular learning walks and termly observations. Things to look for include: does the student possess a coherent plan? Look for assistance? Persist in attempting to answer a question? Lose patience? Ask questions?
- Self-assessment (1): with the aforementioned in mind, self-assessment is an effective way for students to recognise both their strengths and weaknesses. The teacher is advised to ask the student some guided questions, in hope of eliciting a reflective answer.
- Self-assessment (2): frequent meetings with the student take place by way of reviewing the above.

IEP – THE PROCESS

The process of completing an IEP form for a student with learning barriers is an ongoing process that is reviewed to take account of changes in circumstances. Each student with a learning barrier at EF Academy has an Individualised Education Plan.

There are five specific considerations with regards to guidelines, in accordance with official IB guidance, that the Inclusion Coordinator makes during their half-termly meetings:

- That goals are meaningful and impactful
- Short term objectives should be observable
- The criteria of objectives should be measurable
- Objectives should be subject specific
- Behavioural targets should be stated as positive

Every teacher is responsible for contributing to the IEP by informing the InCo of any changes or strategies used that have had a positive effect on the student's learning barrier.

The outcomes of the meetings with the InCo are noted on the Inclusion register, with strategies updated on the IEPs. It is important that any changes are communicated with all the respective stakeholders.

INCLUSIVE ACCESS ARRANGEMENTS FOR TEACHING, LEARNING AND ASSESSMENTS

Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them. At a fundamental level, they address equal access and fairness to learning and teaching and in addition, validity, and meaningfulness to assessment.

In relation to the collection of initial and pre-existing proof to facilitate fair access accommodations in readiness for year 2 exams, it is imperative that this evidence is provided by the end of term 2 for students in their first year. This timeline ensures adequate time post the third academic evaluation to demonstrate the integration of evidence as an established and continuous procedure. The InCo (Inclusion Coordinator) and Examinations Officer subsequently compile both internal and external documentation for submission to the examination boards.

Application for access arrangements must be made 6 months in advance of the examinations. For example, for May examinations (IB Diploma), it must be no later than November 15th. During the application process, the InCo and examinations officer have a meeting selecting the applicable requirements in accordance with the finalised evidence.

In certain circumstances, specifically with regards to students with low vision or total visual impairment a request can be made for a bespoke examination paper. This is to ensure there is a way for students to access papers when it is not possible to perceive visual text type questions or to produce tactile graphics or representations. A request for this bespoke option must be submitted 18 months before the intended examination session. (IB Access and Inclusion Policy, page 36, 2022)

EF Academy will make the necessary inclusive access arrangements (in line with IBO/AL guidance) for students who have been diagnosed with any learning barriers.

These may include, but are not limited to:

- Extra time in tests and examinations: must be planned for learning and teaching based in conjunction with teacher observations of the student during classwork, at IB, this ranges from 10%, 25% to 50% (in exceptional circumstances 100%) and at A-Level 25% to 50%
- A separate room to sit examinations and tests.
- Supervised breaks during examinations
- A reader or writer during examinations
- Enlarged test and examination
- Modified examination papers
- Word processor with spellchecker – note that the spellcheck function must only be enabled if there has been prior authorization from the IB

For these conditions or other conditions to be considered for any external assessment purposes by the IBO or the A level examination boards the student must be able to provide the necessary original

documentation to support his or her learning barrier. Otherwise, arrangements not requiring authorization may include:

- Consideration of lighting conditions, for a candidate with a visual challenge
- Auditory considerations for a student with autism
- Access to a reader
- The arrangement for appropriate seating according to the specific needs of an individual candidate
- For a candidate with hearing challenges, a communicator may be used to convey the coordinator's/invigator's oral instructions, having access to a communicator in the examination room or the communicator using sign language to convey instructions
- If a candidate has challenges with reading or attention, directions/instructions may be explained by the reader, strictly confined to the appropriate directions necessary

The Examination Officer should refer to JCQ and IBO guidance on inclusive access arrangements and implement measures following an assessment of student need (IBO Access and Inclusion Policy 2022).

The Examination Officer is responsible for applying to the respective examination body for special consideration as soon as they become aware of and have the documentation to support the diagnosis of any student with a learning barrier. Also, on behalf of the student, the school is responsible to request for examination rescheduling for the candidate where required.

Other inclusive access considerations:

- Facilities for wheelchair users
- Lift access to areas of teaching centre
- Ramp access where required, including provision of portable ramp
- Toilet facilities for wheelchair users in teaching centre
- Specific evacuation policy for wheelchair users in the event of fire – to be discussed individually
- Modified vehicles to be arranged for transfers/weekend excursions
- Facilities for hearing/visually impaired
- Portable Induction Loop to be available on request
- Lip reading viability to taken into consideration when allocating class/teacher
- Assistants accommodated where required
- Alternative study materials made available where possible in the event that materials are audio-visual in nature
- Braille keyboard to be available on request
- Enlarged print software available on request

Such enrolments are rare and therefore handled on a case-by-case basis

STUDENT OVERVIEW AND INDIVIDUAL EDUCATIONAL PLAN

Student Name:	Tutor:	Pathway Manager
Start Date	End Date	Subjects
Details of Need (summarise the student's assessment of their individual needs)		
Access Arrangements	<u>AG Feedback/Class Feedback</u>	
<u>Outcomes/Goals/Aspirations</u>	<u>Strategies that have worked:</u>	
<u>Difficulties / concerns:</u>	<u>Strengths and Weaknesses – Academic and Social</u>	
<u>Medical / pastoral notes:</u>	<u>Additional Human Resources Needed:</u>	
EP suggestions		
Students:	IEP Meeting Date:	
Staff:	IEP Review Date:	

EXAMPLES OF LEARNING BARRIERS –

information taken from IBO's Access and Inclusion policy 2022 (Page 7-9)

Primary or secondary barrier	Sub-area
Additional language (first or best language is not the language of instruction)	English/French/German/Japanese/Korean/Spanish (the IB response languages) as an additional language (first or best language is not the language of instruction)
Cultural variations	New or unfamiliar environmental contexts
	Socio-communication
Hearing	Mild or moderate hearing loss
	Severe or profound hearing loss
Intellectual exceptionalities	Cognitive delays
	Gifted and talented
Movement and coordination	Fine motor
	Neurological (cerebral palsy)
	Oral/verbal
	Physical/spatial
Medical	Asthma
	Cancer
	Crohn's disease/irritable bowel syndrome (IBS)
	Diabetes
	Epilepsy
	Muscular dystrophy
	Rheumatism
Mental health	Anxiety
	Depression
	Eating disorder
	Obsessive compulsive disorder
	Post-traumatic stress
Numeracy	Mathematical anxiety
	Numerical operations/Mathematical fluency
Processing	Attention and executive processing
	Auditory processing
	Information processing

Primary or secondary barrier	Sub-area
	Language processing
	Long-term retrieval
	Scotopic sensitivity (Irlen syndrome)
	Short-term memory
	Visual-motor
	Visual-spatial
	Working memory
Reading	Reading comprehension
	Reading fluency
Seeing	Blindness (total)
	Colour blindness
	Low or partial vision
	Nystagmus
Social-emotional	Emotional disturbances (depressive, stress, etc.)
	Gender identity related
	Neurodevelopmental (autism, Asperger's, etc.)
	Sexuality related
	Withdrawal/isolation
Speech and language	Expressive language
	Receptive language
	Stammer/stutter
Writing	Handwriting/typing speed
	Spelling
	Written expression/fluency

The following table lists some examples of some primary barriers, their sub-areas and the associated secondary barriers:

	Primary barrier	Sub-area of primary barrier	Secondary barrier	Sub-area of secondary barrier
Student 1	Processing	Language processing	Social-emotional	Withdrawal/isolation
Student 2	Reading	Reading comprehension	Processing	Working memory
Student 3	Reading	Reading fluency	Reading	Reading comprehension
Student 4	Social-emotional	Gender identity related	Mental health	Anxiety
Student 5	Cultural variations	Socio-communication	Social-emotional	Emotional disturbances

EVALUATION OF THE POLICY

Every academic year, the school evaluates the success of the policy by using both qualitative and quantitative judgements. In set sessions are scheduled to acquire feedback from mentioned members of staff and other stakeholders.

Completed: June 2019 by: Thomas Mayer (Head of Literacy and Communication in English and SENCo)

Updated and Reviewed by:

- Thomas Mayer (Head of Literacy and Communication in English & SENCo) June 2021
- Thomas Mayer (Head of Literacy and Communication in English & Inclusions Coordinator) November 2022 (delayed due to illness)
- Dona Jones (Deputy Head of School & IB Coordinator) January 2023
- Jenny Turvey (Inclusion Coordinator) August 2023
- Jenny Turvey (Inclusion Coordinator) August 2024
- Jenny Turvey (Inclusion Coordinator) August 2025

SOURCES USED

- IBO Access and Inclusion Policy (2022)
- ISI Private Further Education – Inspection Framework 2020
- Schools: guide to the 0 to 25 SEND code of practice (DfE 2014, updated 2020)
- JCQ : Access Arrangements and Reasonable Adjustments (2022)
- Adjustments for candidates with disabilities and learning difficulties (2020)
- Language and learning in IB programmes (2011, updated 2012)
- Adjustments for candidates with disabilities and learning difficulties
- Candidates with assessment access requirements (2009)
- Academic Integrity (2019)
- UK Government. Department of Education Learning barriers and disability code of practice: (2015) 'Inclusive School Design: Building Bulletin 94' - HMSO - ISBN 0-11-271109-X

LEGAL REQUIREMENTS ADDRESSED FROM:

- Children and Families Act 2014
- Equality Act 2010
- Data Protection Act 1998
- Special Educational Need and Disability Code of Practice 2015

Appendix 4: IB Grade Descriptors - to be used to determine ON TRACK GRADES for IB Students.

The following grade descriptors are a compilation of the characteristics of performance at each grade for DP courses in general and are intended to help explain the academic achievement required to achieve a particular grade. Examiners use the individual subject group descriptors when determining grade boundaries for examination papers and coursework components, and when marking student work. More detailed subject group grade descriptors can be found at:

<https://www.ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf>

Any descriptor of student achievement should be considered in conjunction with relevant information related to the curriculum and assessment components of a given course.

1

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.

2

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.

3

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.

4

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.

5

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.

Updated and reviewed by Dona Jones June 2024