



EF ACADEMY

International
Boarding Schools

OXFORD

ACADEMIC POLICY

2022-23

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

Related Documents:	<p>Academic Integrity (IBO 2019)</p> <p>Access and Inclusion Policy (IBO, 2021)</p> <p>Accessibility Policy</p> <p>Admissions Policy</p> <p>Attendance Policy</p> <p>Complaints Policy</p> <p>Concerns Policy</p> <p>Diploma Programme Assessment Procedures (IBO, 2021)</p> <p>Diploma Programme: From principles into practice</p> <p>Disability Strategy</p> <p>Dyslexia Strategy</p> <p>E-Safety policy</p> <p>Effective Citing & Referencing (IBO,2014)</p> <p>Guidance on Home Teaching & Learning 2020</p> <p>Health and Safety Policy</p> <p>Instructions for Conducting Examinations (JCQ, 2019)</p> <p>IB General Regulations (IBO, 2016)</p> <p>IB Subject Grade Descriptors</p> <p>IB Grade Descriptors</p> <p>Behaviour Policy</p> <p>Oxford Covid-19 Policy 2021</p> <p>Risk Assessment Procedures</p> <p>Student Handbook</p> <p>Teaching & Learning informed by assessment in the Diploma (IBO, 2021)</p>
Date of Next Review:	May 2023
Recent Updates September 2022:	<ul style="list-style-type: none"> • CAT4 removed as a pre-admission assessment. • Admissions Policy Summary update • Introduction of Managebac as a result of the transition between the two systems in 21-22 • Academic tutoring and Pathway Support update based on changes • Academic Status (DSB) descriptors updated • Additional Pathways Support (APS) system adjusted • Effort Grades, Infringements and Breaking of Rules • Removal of Appendix 8 Covid-19 – amendments to the guidance

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EF Academy Oxford – Academic Policy

Admission – entry requirements

Students study either for the International Baccalaureate, leading in the majority of 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 Head of School.

Baseline and CEM test

Upon arrival in the first week, students will be asked to complete baseline tests in each subject area 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.

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 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 Difficulties/SEND

EF Academy will consider applications from students with special educational needs [SEND] where the school is able to support the need.

Students with identified needs will need to provide, as part of the admissions process, full and complete documentation from school counsellors, 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 – SEND 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 approach; 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 6 periods a week (4.5 hours) and standard-level subjects are allocated 4 periods a week (3 hours). Each period is 45 minutes and there are a maximum of 8 periods per day Monday to Friday.

A typical 2-year programme will 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 four weeks of the first year, to ensure that the recommended teaching hours are met.

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: <ul style="list-style-type: none">• English – HL/SL• Spanish – HL/SL• German – SL• Italian – HL/SL• French – HL/SL• Self-Taught Literature – SL*	Language Acquisition: <ul style="list-style-type: none">• English B – HL/SL• French B – HL/SL• Spanish B – HL/SL• Spanish ab initio – SL• French ab initio - SL	Individuals and Societies: <ul style="list-style-type: none">• Economics – HL/SL• Business Management – HL/SL• Philosophy – HL/SL• History – HL/SL• Global Politics HL
GROUP 4	GROUP 5	GROUP 6
Sciences: <ul style="list-style-type: none">• Biology – SL/HL• Physics – SL/HL• Chemistry – SL/HL• Environmental Systems & Societies – SL only	Mathematics: <ul style="list-style-type: none">• Mathematics: Analysis and approaches SL/HL• Mathematics: Applications and interpretation SL/HL	Arts and Electives: <ul style="list-style-type: none">• Visual Arts – HL/SL <p>OR</p> <ul style="list-style-type: none">• Any additional subject from Groups 3 or 4

A-Level Programme

A-Level (GCE Advanced level) qualifications are one of the main routes into UK universities. A-Levels are a two-year program of study. Examinations take place at the end of the two years.

A-Levels are linear qualifications. This means that the exams are all taken at the end of the course, with the exception of practical assessments in science subjects, which are taken during the course. See Appendix 4 – Science Practical Endorsement Policy

It is recommended that students take three subjects. Most top UK universities ask for three subjects. Examinations are held in May and June at the end of the second year.

In addition to A-Level subjects, all students will study English in preparation for taking the IELTS examination, which is required for entry to UK universities. All students have a lesson each week in Pathways Support which covers a range of topics from personal finance to university applications, and a core programme in all aspects of study skills.

At the end of the course, each A-Level is graded. The grading system ranges from highest to lowest, A*,A,B,C,D,E,U. The precise required marks for each grade is decided by each exam board under the regulation of OFQUAL, the government examinations regulator. The U grade is ungraded and means that the student has not been able to satisfy the requirements of the exam.

Each grade is crucial for university entrance and successful entry to chosen university is dependent on the student achieving the required grades.

The IELTS assessment ranges from 9 (highest) to 1 (lowest). UK universities typically ask for 6.5, though particular courses may ask for a higher score. When students are offered a place at university, the offer will stipulate a particular IELTS grade that the student must achieve. Once a student has sat the examination and achieved the required score, there is no further requirement to attend IELTS classes.

A-Level Programme – Classes

Students attend a minimum of 7 classes per week for each of their subjects. Each period is 45 minutes and there is a maximum of 8 periods per day Monday to Friday. In addition to this there is an additional class offered in each subject that is designed to support students who have gaps in knowledge and method. All classes are compulsory, and the expectations of attendance are that students should attend maintain an absolute minimum attendance of 95%.

Assessment (Policy)

This Assessment section constitutes the school's Assessment Policy. EF Academy Oxford runs an A-level and an IB Diploma Programme for post-16 international students. The school aims to use assessment as a means of identifying the strengths and areas for development for each student. Communicating this information in an effective and accessible way to the students is at the heart of our assessment philosophy. All assessment is a means to enable every student to make progress, regardless of ability, to reach their full potential.

In the IB, quality assessments are:

- Relevant – supporting learning objectives and curriculum outcomes
- Meaningful – assessing what is important and not just what is easy to measure
- Authentic — reflecting ways in which our students may encounter these activities in the real world
- universally designed:
- construct relevant – assessing what we intend to assess
- varied – using a wide range of assessment tasks and activities that will support diverse learners and all types of learning
- multimodal – encouraging students to express their skills and knowledge in multiple ways, and designing assessment tasks and activities to allow multiple means of representation
- fair – do not lead to an unintended advantage or disadvantage to any learner
- inclusive – allowing meaningful engagement of all learners
- stimulating - extending learning and considering wider student competencies and higher-order cognitive skills
- valid – balancing important principles, such as construct relevance, fairness, manageability, reliability, and comparability, to reach the intended purpose of assessment
- fit for purpose — designed, implemented, and interpreted in a consistent way to fulfil the purposes for which they are intended (assessments with different purposes may be designed, analysed and interpreted in different ways)
- aligned with IB education philosophy—supporting the IB education philosophy and in line with the ATL and the learner profile.

Teaching and learning informed by assessment in the Diploma Programme, June 2021

Formal Assessments (Examinations and Coursework)

IB & AL students will complete formal reported summative assessments during both years 1 & 2. There are formal examinations at the end of Year 1 and mock examinations in the February of Year 2.

IB Internal Assessments: Students should ensure that they are fully aware of the requirements and marking criteria of coursework and internal assessments. For IB students, tasks will be set in accordance with the IB Assessment calendar to ensure that students are able to organise their time effectively across the whole programme.

Routine assessments

Information for a student's assessment profile will be gathered from a range of sources. These may include all or some of the following:

- On-going formative assessment of classwork based on discussion work, Q and A session, mini class tests and presentations, engagement in the classroom.
- Homework activities
- Summative assessment tasks (AG) - formal class tests
- Evidence from a range of activities such as presentations, examination questions, essays

Teachers will ensure that students are given all the key information, particularly the precise demands of the criteria by which their work will be assessed before students begin any piece of work. Realistic but timely deadlines must be set by the teacher and met by the students.

Formative Assessments

Any assessed piece of work done outside of the formal assessment periods. These assessments can fall into several different criteria, including multiple choice quizzes, data response questions, Kognity tests, homework, presentations etc. They may or may not be marked against formal exam board criteria. There are no set deadlines for these assessments, but all teachers will use *Managebac* as a grade book and track all formative assessments responsibly to enable justification of the On-Track grade. Teachers should track a minimum of one Formative Task a fortnight.

See 'Appendix 5' – Examination Policy, for further information with regards to the formal IB and A-Level examinations.

Teacher Feedback

Subject teachers will ensure that feedback on assignments is given in a variety of ways across the course of a term. Constructive feedback will be given in Google Classroom, with formal assessment feedback reported on *Managebac* along with the grades. A feedback sheet should be used for all AGs and given in Google Classroom.

Feedback

- Must be the basis for an ongoing discussion between student and teacher.
- Must be formative.
- Must be regular.
- Must drive the students forward with a growth mindset at its heart.
- Must be motivating.
- Must be actionable.
- Must be effective rather than extensive.
- Will vary in content and form across subjects and faculties.

Feedback *could* include:

- a mark out of a total
- a percentage mark
- an exam-board criteria grade (IB 1-7 or A-Level U-A, with “E-” for U grades at 25-40%)
- Strength and development points
- Formative written comments
- Formative oral comments

Tracking performance:

1. The “On Track” Grade (OTG)

- Entered on *Managebac*, (see tracking guidelines for dates on entry).
- Snapshot of the student’s academic standing based on all formative and summative assessment.
- Based on the IB/A-Level Grading systems and Descriptors (See appendix 8).
- *Contributes* to predicted grade decision for university application.
- Feedback comments should be entered on *Managebac* to highlight reasons for moving up or down a grade

2. The “Target” Grade (TG)

- A baseline measure, and prediction of likely future performance for each student in each subject area (based on the CEM, and baseline tests taken at the beginning of Year 1 and assuming over 95% attendance at all classes).
- Entered on *Managebac* by subject teachers in Term 1, Year 1 and adjusted upwards if assessment grades support such a move, subject to Head of Faculty (HoF) approval.

3. The “Assessment” Grade (AG)

Teachers will ask students to sit a full past exam paper, one exam question, or a section from a past paper, what is important is that **the assessment is according to the exam board’s specification** and that the **assignment covers all topics delivered up till that point**.

- Entered on *Managebac*, (see tracking guidelines for dates on entry).
- Based on one significant summative assessment, which mirrors final examination structure/style/assessment standards.
- The feedback sheet must be used for all AGs.
- Assessed against IB/A-Level criteria.
- *Contributes* to end of term/year grade on *Managebac* (IB: 1-7, A-Level: U-A).
- *Contributes* to the On-Track Grade.
- *Contributes* to predicted grade decision for university application.
- Feedback is provided on *Managebac*.

4. The “Effort” Grade (EG)

“Effort Grades” track students’ effort, attendance, and commitment to each of their subject areas: levels 1-5 with 5 being the highest.

- Entered into Managebac, (see tracking guidelines for dates on entry).
- A grade 1-5 based on the following descriptors:

Effort Grade 5

Excellent

You have been working to the very best of your ability. You have prepared well for class and all expectations (including homework) have been met in a timely manner. In class you have been considerate and co-operative. You have communicated very well with your peers, ethically and responsibly, and with perseverance. Your attendance and punctuality to class has been exemplary.

Effort Grade 4

Very Good

You have demonstrated very good effort with your work. You are mostly prepared for class, complete your homework, and meet expectations most of the time. In class you have been considerate and co-operative. You have communicated and worked well with your peers, ethically and responsibly, with an open mind. Your attendance and punctuality to class has been above the school target.

Effort Grade 3

Satisfactory

You have demonstrated satisfactory effort with your work. Your classwork and homework show potential but is inconsistent. In class you have been considerate and co-operative. You have communicated with your peers, but you sometimes lack the preparation needed to contribute as much as you need to be an effective team-player. Your attendance and punctuality could be at risk of falling below the school target.

Effort Grade 2

Unsatisfactory

You have not made sufficient effort with your work. Your classwork and homework are often incomplete or handed in late. Your contribution and participation in class is unsatisfactory, and mainly due to the lack of effort and preparation. You have been defiant with your teacher and your peers, demonstrating little evidence to improve or follow the constructive feedback given. Your attendance and punctuality are not acceptable.

Effort Grade 1

Cause for Concern

You have made little / no effort with your work, and you have regularly been defiant and uncooperative in class. Your attendance and punctuality are a cause for concern.

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.

To pass each individual A-Level, students need to achieve at least an E grade. This approximates

to a 40% grade in each exam although this can vary according to each individual exam. Any grade below this will normally be awarded an Ungraded status. We must be confident that each student has put in the required amount of work – both in class and through independent study – to pass the A-Level.

Students failing to meet the expectations of their course will be subject to supportive action to help improve their performance. –The exact nature of the intervention will be at the discretion of the faculty and will be personalised to suit the individual student. A key indicator of the type of intervention recommended will be the effort grade awarded in the students' subject(s). These supportive measures may include, but are not limited to, the following:

a. Booster Lessons:

Students who require specific one-to-one support will be identified in departments for additional supportive action. Booster lessons will be mandatory lessons which will appear on the student's timetable. In general, these will be most relevant for students showing a good level of effort, however, may have gaps in their subject knowledge.

b. Academic Support Session:

Skills-based subject support in a particular area or topic will be available to students at set times. Academic Support Sessions may take place at lunchtimes or after school. Students should actively engage in this aspect of support when needed (e.g. before or after an AG, or to help with an upcoming internal assessment or PAGS). This is applicable to students of all levels.

c. Applied Pathway Support:

Students who require more structure to guide their study time will be required to attend Applied Pathways Support on selected evenings of the week. In general, these will be most relevant to students showing a low level of effort (2 or below) in one or more A-Level subjects or two or more IB Diploma subjects. These students are likely to be allocated a 'Developing' status by their Academic Tutor, as described below. Attendance will be mandatory until an appropriate level of improvement is achieved.

d. Detention:

Students who fail to engage with any of the mandatory support measures will be required to attend detention after school (Friday night).

If students are consistently only working at an effort level 2 or have only achieved a level 1 at any point, individual support measures will be applied. This may also trigger the relevant steps in the behaviour policy.

Students repeatedly fulfilling this criterion will also be at risk of the measures outlined below.

Consequences for Failing to Meet Academic Expectations:

An IB Diploma Candidate failing to earn at least 24 points in total, including “9” points from their SL classes and “12” points from their HL classes, will need to meet with their Academic Tutor and possibly the IB Coordinator to discuss their progress, and any additional support required. This is likely to lead to the use of an Academic Commitment Contract.

If underperformance within the IB Diploma continues, the student will be entered for “IB Course Certificates”. This may affect a student’s university and course choice. See Article 9 in the IB Diploma Programme General Regulations Document.

In cases where students have significantly underperformed in A-Level assessments and mock exams, we reserve the right to withdraw them from the exams. Significant underperformance is defined as a score of less than 25% in the Year 2 February mock examinations. We will, of course, provide each student with full support to achieve their academic goals but this also involves student commitment to completing the work they have been set to the required standard.

Full guidance and support will be given by the IB/A-level Course Coordinator, Academic Tutor, Pathway Manager, and Director of University Guidance.

Academic Tutoring and Pathways Support

The Academic Tutorial system at EF Academy Oxford is designed to support students academically and emotionally. The academic aspect of the role is achieved by daily morning meetings with the tutor group, weekly Pathways Support sessions and assemblies; and one-on-one (STEP) meetings every two weeks to review their progress. At these meetings, achievement targets and data will be the focus of the discussion. If a student is deemed to be under-performing, the Academic Tutor and the student will agree on a plan to enable the student to improve and get back on track. Subject assessments grades and effort grades gives students the opportunity to reflect and feedback on their learning which is passed onto the head of faculty for discussion during faculty meetings. Additionally, the Academic Tutor will contact the relevant teacher and, if necessary, the Head of Faculty. This discussion will ensure that the plan is followed, and that the student is monitored by several faculty and staff members. The Academic Tutor will also ensure that the student is accessing the wide range of additional classes aimed at supporting those who may be struggling with aspects of their courses.

The Academic Tutor's role also involves academically stretching and challenging students who are already doing well in their studies. The meetings may involve a discussion about how a student might achieve even more academically to access the best university placement of which they are capable. This will include getting involved in our comprehensive range of academic extension opportunities or accessing a wider range of reading around a subject.

Finally, the Academic Tutor should be the first person a student will speak to if they have any academic issues that they would like to raise. This may be, for example, an issue of teaching style or individual support needed for the student.

Overall, the Academic Tutor's role has been established to ensure that there is a regular dialogue between the Academic Tutor and the student. This regular meeting helps ensure that the student can achieve all they can at EF Academy Oxford and access the best university offer available to them.

More information on the role of a tutor can be found in the 'Academic Tutor Handbook'.

Academic Status: Developing, Secure and Beyond (DSB)

At the end of each STEP meeting, the Academic Tutor will allocate a status based on the latest published academic data for each of their tutees, including the more regular Effort Grades. This status should be noted in the Academic Tutor's report at the end of each half term.

There are three academic statuses – Developing, Secure and Beyond.

Developing status means that the Academic Tutor is concerned that the tutee has gaps in their knowledge and skills that may affect their ability to achieve success in their studies. If students are allocated the Developing status, support mechanisms are put in place to help them back on-track. The intervention may include the requirement to attend Subject Support Sessions and Applied Pathways Support. It's important to note that a student's effort grade could be high, but they may suffer with knowledge gaps that require Booster classes or Additional Academic Support.

Secure status is a recognition by the Academic Tutor and academic staff that the tutee is coping well with the demands of the course, they are generally meeting expectations and they are on-track for success. Students can achieve this status by completing all work, demonstrating commitment to study (in lessons and independently), and ensuring that their attendance and punctuality to class has been above the school target (95%).

Beyond status is allocated by the Academic Tutor if tutees are recognised as achieving very high levels of commitment and effort to all their studies. This will involve a very strong time commitment to independent study outside the class as well as a desire to read around the subject and access additional materials and academic extension opportunities that can really enhance their knowledge of the subject.

Additional Pathways Support (APS)

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

All IB Diploma students are expected to spend an absolute minimum of 3 hours per week for each Higher Level IB subject and 1.5 hours for each standard level subject.

All A-level students are expected to study for an absolute minimum of 5 hours per subject per week. This independent study can be done in a student's room, the Library, teaching rooms in Cherwell Building or Oxford Brookes Library.

If students are showing a low level of effort (2 or below) in one or more A-Level subjects or two or more IB Diploma subjects and/or if students are assigned the Developing status by the Academic Tutor, they are expected to attend APS on relevant nights of the week 19.30 – 21.00, at the Cotuit Campus, until the tutor and teachers are satisfied with their progress (usually a 6-week period).

These sessions will be supported, independent study time, aimed to address the knowledge/skill gaps that have been identified. APS will allow students to catch up on missed work, review content and practice questions. Teachers may also allocate some additional work to make sure that students have as much opportunity as possible to improve. It is also an opportunity to sit for an AG-R or to review the Study Skill sessions done in Pathways Support.

At the end of each session, students should update their Academic Journal with their progress to discuss in their next STEP meeting.

If during study time students feel that they need to stay late in one of the communal areas, they must get permission to do this 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 the parental version of MyAcademy. There are three Curriculum Reports in Year 1 and two in Year 2.

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
- Fortnightly One-to-One STEP Meetings to determine and manage a student's performance, progress and to assign their academic status, by using Managebac to review a student's most recent academic progress data (EG/OTG/AG).

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.

Assistant Heads (IB/A-level)

The Assistant Heads (or 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 (PAWS), and referred to regularly in meetings (SLG/ALT/PAWS)

The Assistant Heads 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.

There are two student-teacher consultation days in Year 1 (December and March/April) and one in Year 2 (December), to which parents are invited to participate either in person or virtually.

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 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 on a fortnightly basis.

These incentives may include, but are not limited to:

- Group breakfast or lunch
- Book voucher
- EF Academy merchandise
- iTunes voucher
- Curfew extension

Conversely, we also have clear policies and sanctions for students who are not putting in the required effort to achieve the course.

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 <i>Visa compliance officer must be informed to ensure that absence is approved.</i>

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).

eLearning and the use of technology

e-learning opens new opportunities to raise academic achievement and to improve the learning experience. e-learning cannot replace teachers, but alongside existing methods it can enhance the quality and reach of teaching.

EF Academy recognizes the potential benefits of eLearning to:

- achieve a more student-centred and personalized approach to learning
- help students gain greater levels of control in the management of their own learning.

To facilitate the continued integration of eLearning within the curriculum, EF Academy Oxford promotes and encourages innovation in eLearning, eAssessment and eFeedback and facilitate the dissemination of good practice in these areas, where these enhance current practice.

Google Suite (GSuite)

Teachers and students should be able to conduct their live/online studies using the GSuite, specifically Google Classroom. The Google Classroom is an easy-to-use online tool that allows teachers to send information to students in their classes.

Each teacher should set up a class within Google Classroom that their students can access whilst they are in school, but to also allow students to work remotely, and allow for a blended learning approach if needed (Covid-19/approved leave/catch-up work). This facility enables teachers to upload resources, assignments, tasks and include links to relevant learning websites.

Upon arrival students will be given the relevant information needed for them to access their subject classes and other GSuite applications:

- **Gmail** provides email storage with extra security including the option for *restricted incoming and outgoing email*.
- **Google Calendar** enables us to create and share school or class calendars with events. The student G-Calendar will include all key dates and deadlines.
- **Google Drive** lets pupils create and share documents, spreadsheets, presentations, drawings and forms. This also allows students to work collaboratively on projects simultaneously in real time.

Managebac

The Managebac learning platform allows teachers to manage their curriculum; lesson planning; assessment; attendance; and reporting on one system. This system allows for an integrated experience for students and parents too. Managebac is accessed by (and integrated with) the Google SSO login for both teachers, administrators, and students. Managebac is available as an app as well as a website.

The following information will be available and tracked on Managebac:

- grades
- attendance
- subject/programme announcements
- school calendar & deadlines
- classes & timetables
- tasks & assignments
- Academic Tutor comments
- Pathway Manager reports
- Teacher feedback, comments & reports

The above information should be populated by teachers.

Other online resources:

A selection of online resources and e-Textbooks are available for students to use, in addition to the textbooks provided. Students should take advantage of these resources and use them to assist in their independent study.

If a student is absent, they must access the resources after the lessons on the relevant Google Classroom. Students will also have access to a range of support materials through our subscription to external organisations providing support. If students are unable to access live lessons due to a Covid-19 issue, the *Home Teaching & Learning Guidelines* should be applied.

Mobile phones may be used in lessons **only** for educational purposes (e.g. translation, photographing an experiment) **and** only at the discretion of the teacher.

Each student is expected to bring a fully charged laptop with charging cable to each lesson. These should be used in class to take notes, research and complete classwork. Google Classroom will be updated regularly with the relevant resources and assignments.

e-Safety:

All staff working with children have a responsibility to demonstrate, promote and support safe behaviours in their classrooms (both live and remote classes) to follow the school's e-Safety guidance as laid out in the e-Safety Policy 2022.

Appendix 1 – Language Policy

EF Academy Oxford

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 in order 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: 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 SSST 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, Russian, 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.

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 in order 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 IB Steering Committee 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 in order to carry out this on-going review.

Reviewed
By
IB Sources

June 2021
Thomas Mayer (Head of LCE)
Learning in a Language other than mother tongue in IB programmes
Guidelines for developing a school language policy

Appendix 2 – Academic Integrity Policy

EF Academy Oxford

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

Source: Academic Integrity in the IB Diploma Programme

Rationale

Academic integrity is of the utmost importance at EF Academy, Oxford. All students are expected to in a principled manner when conducting academic research and producing formally and informally assessed work. We wish to instil in our students an appreciation of the academic work of others, and that it is the property of the author. Therefore it is essential for staff and students to acknowledge when the work of others has been used.

EF Academy, Oxford has the IB Learner Profile at the core of all it does, so therefore the Academic Policy will support this ethos. Our students should be mindful of their responsibilities in avoiding plagiarism, collusion and duplication within their work, and staff should lead from example in work they share within a professional capacity.

As a school we wish to promote the principle of academic honesty as outlined by the IB. It is our aim to develop learners who positively and naturally view academic honesty as a practice which remains with them throughout their IB Diploma Programme and on into their lives beyond education.

Purpose

This Academic Integrity Policy is testament to our bid to create a learning environment where students and staff respect the work of others. We expect students to produce original work that acknowledges the influence and words of others.

This policy clearly outlines the school's expectations for honesty in scholarly practice, the students' responsibilities and the role of the teachers in promoting this. The consequences of knowledgeable misconduct are also explained.

Expectations

EF Academy, Oxford expects the following:

- All Diploma Programme students understand the basic meaning and significance of academic integrity.
- All work produced by Diploma Programme students is their own, authentic work.
- All work fully acknowledges the ideas and words of others.
- Diploma Programme students are aware of and follow the rules relating to the conduct of examinations.
- Diploma Programme students are aware of the different forms of malpractice and that all are unacceptable.
- That this policy refers to all work completed, whether it is an internal assessment, external assessment or an informally assessed assignment.

What is academic honesty?

*Academic honesty is a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It should not be imposed as a series of strict rules, but should instead be a culture within a school and the wider community including legal guardians. While it is easier to explain to students what academic **dishonesty** is, with reference to collusion, plagiarism and cheating, such an approach will not create the kind of positive culture of integrity which will organically lead to fairer assessment outcomes.*

Source: Assessment Principles and Practices – Quality assessments in a digital age

Academic honesty refers to the respect and acknowledgement given to original authorship and therefore ownership of all forms of work. This includes, but is not limited to:

- Works of literature
- Academic essays and journals
- Websites
- Scientific research and reports
- Computer programs
- Music
- Visual artefacts (including diagrams and other illustrations of information)
- Theatre arts
- Photography

To be academically honest means that students should use referencing and cite their sources to recognise when they have been influenced by and used something created by another.

The IB is aware of the range of websites offering to “support” candidates with their work, and our best defence against this kind of academic misconduct is the teacher who will have worked with the candidate and can identify where the work does not reflect the candidate’s usual standard. For

this reason, the candidate and teacher are asked to confirm that the work submitted is the candidate's own.

Establishing and managing a culture of academic honesty is a requirement on all IB schools and repeated breaches will have consequences for authorization. **Simply using Turnitin software is not sufficient: teachers should also work with candidates as they write their IA to check the authenticity of the work.**

For the avoidance of doubt, no level of plagiarism is acceptable, and all citations from other authors must be properly referenced as set out in the IB regulations.

Teachers and students are best placed to challenge and stop cases of academic misconduct through creating a culture where it is not acceptable and by being vigilant in tackling it when it occurs.

This policy should be read in conjunction with the following IB documents:

- Academic Integrity (2019)
- Academic honesty in the IB educational context (2016)
- EE Handbook 2016 (IB Diploma Programme)
- The responsibilities of IB World Schools in ensuring the integrity of IB assessments (2017)
- Assessment principles and practices—Quality assessments in a digital age (2017)

What is academic dishonesty and malpractice?

Academic misconduct is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components.

These include the following and the definitions are as stipulated by the IBO in their academic honesty documentation:

- **Plagiarism**-is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- **Collusion**- is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.
- **Cheating in examinations**- taking unauthorized material into an examination (whether the student uses it or not), behaviour that disrupts the examination or may distract other students and communicating with another student during the examination.

- **Duplication of work-** is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.
- **Falsifying Data-** creating or altering data that has not been collected in an appropriate way.

Procedure for Investigating Suspected Cases of Academic Dishonesty

- If a teacher, or another member of staff, suspects that a student is in breach of the policy they should inform the Head of Faculty, who will, in turn, inform the Course Coordinator.
- The matter will be investigated by either the Head of Faculty or, in the case of external assessment, the IB Coordinator.
- The student will be advised of the concerns of the teacher, giving the student the chance to reply to the accusations.
- If it can be shown that inappropriate work has been submitted, the Head of Faculty or IB Coordinator will apply a penalty or sanction in line with the Academic Policy of the school the IBO and JCQ awarding bodies.

Consequences of Academic Dishonesty

When, in the view of the Head of Faculty or IB Coordinator, there is sufficient evidence to implicate a candidate, the candidate accused of malpractice will:

- be informed (preferably in writing) of the allegation made against them and what evidence there is to support that allegation
- have the opportunity to consider their response to the allegations (if required) and submit a written statement
- be informed of the possibility that information relating to a serious case of malpractice may be shared with other awarding bodies IBO and JCQ.
- be advised that a copy of the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures or IB equivalent can be found on the JCQ/IBO websites:

Sanctions and penalties

The sanctions imposed will depend upon the severity of the malpractice. The following sanctions can be imposed by the school, IBO or JCQ:

1. Warning (with one chance to resubmit a new draft of the work)

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 taken in that series
9. Candidate debarred from entering any exams for a set period of time

Malpractice is considered a serious behaviour incident and will be treated as such. The procedures below will be followed:

- Any student who has found to be academically dishonest will have a record of this put into his or her student file and this will be communicated to the student's parents.
- If the work has been submitted as an official piece of coursework, it will not be accepted.
- If there is time, the student will be given the opportunity to resubmit another piece of work in its place (one time only).
- If there is not time for the student to produce new work, he or she will normally not receive a grade for that course and, if an IB student, will therefore not receive an IB Diploma.

Students should recognize that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone. They should speak to teachers regularly about their work and show drafts of it at various stages in the production process. They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources.

Turnitin.com

EF Academy currently uses turnitin.com as a useful tool for checking academy honesty has not been breached. All Extended Essays, TOK essays and written Internal Assessments from September 2018 will be submitted this way, through the use of Managebac. As previously mentioned, a culture of academic honesty must be created within the learning environment, and therefore turnitin.com should not be the only measure taken.

Good practice recommendations for students

- Ensure that all sources you have consulted are acknowledged in your work using the referencing style agreed with your teacher.

- Make sure that information you have used is acknowledged in the body of the text and is fully listed in the bibliography.
- Use quotation marks or indentation to show all text that is someone else's exact words and do not forget to show whose words they are.
- Cite your sources so that readers can find them; if you cannot state the origin of the source it is probably better not to use it.
- Make clear which words, ideas, images and works are not your own.
- Give credit for copied, adapted and paraphrased material.
- If you paraphrase an idea—that is if you restate it, but alter the exact wording—you must still cite that source.
- You must cite the source of images, maps, charts, tables, data sets, musical compositions, movies, computer source codes and song lyrics—any material that is not your own.
- Make clear where the borrowed material starts and finishes; this can be done by using quotation marks, using an “opening” indication and a closing page number.
- All sources cited in the text must also be listed in the bibliography (or reference list/list of works cited) and all sources listed in the bibliography (or reference list/list of works cited) must be cited in the text.

Maladministration

An action that infringes IB/AL rules and potentially threatens the integrity of IB/AL Examinations and assessment.

Maladministration – examples

- Undue assistance to a number of students in completion of coursework (templating, over-editing)
- No compliance with exam paper delivery mandatory requirements (not enough invigilators, not sealing exam papers in exam hall, no sending exam papers immediately, giving extra time, not ensuring calculators are in test mode)
- Authenticating work that may not be candidate's own and genuine work
- Significant number of plagiarism cases
- Falsification of IA marks
- Falsification of student comments/reflections
- Assisting students with the completion of answers to exams
- Failure to maintain examination material security
- Leaving students unsupervised during the exam
- Amending responses to completed/finished exams/internal assessments
- Failure to inform the Assessment Division of potential student academic misconduct

- Failure to inform the Assessment Division of an examination security breach

Procedures for avoiding Maladministration

- informing students and legal guardians about the characteristics and any restrictions of IB/AL programmes
- ensuring that students comply with all assessment requirements for IB/AL programmes, which includes fair and genuine completion of all assessment components by the students
- support academic integrity as a core IB principle
- act with honesty and in a responsible and ethical manner
- fully comply with IB/AL policies, procedures and subject guidelines
- respond to student academic misconduct or school maladministration when it occurs
- report and respond to suspected instances of candidate academic misconduct or school maladministration to your Head of Faculty or Course Coordinator

Completed: February 2015

By: Monica Islam (IB Coordinator)

Debbie McNally (Head of Group 1 and 2 languages, Theatre teacher and EE Coordinator)

Simon Phelps (Librarian)

Review#1 date: February 2017

Reviewed: September 2016 – interim review

By: Paul Ellis (Head of School), Dona Jones (Assistant Head: IB)

Reviewed & updated: June 2018 – updated in line with IB changes

By: Dona Jones (Assistant Head: IB)

Reviewed: May 2019 – Paul Ellis

Reviewed & updated: June 2021 – updated in line with IB changes

By: Dona Jones (Assistant Head: IB)

IB Sources: *Academy Integrity*

Conduct in the IB examinations

JCQ Sources: <http://www.jcq.org.uk/exams-office/malpractice>

Appendix 3 – Special Educational Needs & Disability Policy

“Inclusion is an on-going process that aims to increase access and engagement in learning for all students by identifying and removing barriers. [...] Inclusion is more about responding positively to each individual’s unique needs. Inclusion is less about marginalizing students because of their differences.”

(Learning diversity in International Baccalaureate programmes, 2011)

At EF Academy, Oxford, we are committed to meeting the special educational needs of pupils and ensuring that they make progress, in line with our mission is 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.

(IBO Mission Statement)

EF Academy Oxford endeavours to ensure that this mission statement is adhered to by all teachers, regardless of the programmes they deliver. Apart from an appropriate IELTS score requirement; EF Academy, Oxford 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 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 in order 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 Academic Tutor, meeting with students one-to-one on a weekly basis. IEP forms are to be referred to when necessary
- 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
- Frequently 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 45-minute Pathways Support sessions integral to the two-year course. Again, that IEP forms are often referred to consider challenges individuals may be facing
- Developing individual strategies to help the student to work at their own level (providing for differentiation) to fulfil both national and international curriculum requirements

ROLES AND RESPONSIBILITIES

Parents

To disclose any special educational needs of the student they wish to enrol at EF Academy Oxford. Records are disclosed and kept by the school if any formal diagnosis has been made

Admissions Offices

- To obtain information and the relevant documentation from parents and students about any special educational needs of the students they enrol
- To reassure parents that students with special educational needs will not be disadvantaged if parents disclose any information regarding special needs requirements of their child
- To inform EF Academy Oxford and document in the enrolment process any special needs of the students enrolled prior to arrival at the school
- To inform all SEND students that they are entitled to an Individual Educational Plan (IEP) and support when and if required.

Administrative and Pastoral teams

- To gather the information on each student using the enrolment documents on Alpha - To make a note of each student requiring special needs on the coordinators notes log file section on Alpha/Managebac
- To communicate with the parents and admissions offices if they are alerted to issues with a student that may be related to SEN.

Academic team

- To ensure that they are aware of the students with SEND in all the classes they teach
- To implement IEPs of each student in the SEND register.
- To ensure that suitable access arrangements are made for students who require alternative arrangements for assignments, tests and internal examinations.
- To 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. (Course Coordinators & Examinations officer)
- To alert the Pastoral team to any SEND issues that they believe may not have been disclosed at enrolment.
- To facilitate regular collaborative planning sessions for teachers who teach students with SEN.
- To ensure that lessons, activities, hand-outs and other resources are accessible to all students they teach.

SENCO

- To produce and maintain a central SEND register.
- To produce IEPs for all SEND students and disseminate to relevant staff.

- Work towards developing the students' independence in learning and personal academic care needs
- Under the direction and cooperation of the class teacher, using specialist knowledge or experience, in order to support students using strategies appropriate to the needs of the students and providing modified resources as required - e.g. reinforcing the teacher's instructions in a visual format; setting up of visual schedules and work systems etc.
- Contribute to the planning of teaching and learning for the student on a short, medium and long-term basis and to the development and implementation of an individual's IEP form – this will be done by way of weekly lesson observations
- Monitor the student's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes
- Annually screen students through a test based on reading and writing – to check for eligibility of 25% additional time in both assessments and examinations
- This information will be distributed to members of staff and included within the respective IEP forms

Students

- To understand their right to have an IEP in place and inclusive access arrangements for examinations and internal assessments
- To seek advice from their Academic Tutor, guidance counsellor, course coordinator or subject teacher if they believe their individual learning needs are not being catered for.

FACILITIES

At EF Academy, we are aware that under the Disability Discrimination Act, from September 2002, schools have had to show how they are planning to receive children with special educational needs that we need to consider issues which may be 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 - 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.

References: 'Inclusive School Design: Building Bulletin 94' - HMSO - ISBN 0- 11-271109-

IDENTIFYING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

At the discretion of a SENCO or head of school, a child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made.

Language concerns and specific SEND, issues and focus points, with reference to IEP documents, are frequently discussed within IB/AL subject faculties. All departments provide the respective SENCO glossaries and essential vocabulary for students who need more assistance. All subjects provide extra support sessions which encourage and support the culture of problem solving.

With regards to recognised students of SEND, a clear and systematic procedure is in place:

- i. Screening tests/consultation with the school SENCO.
- ii. Pastoral team are informed as an involvement of direct accountability with the student as a detailed write up provided by the SENCO to the respective Pathways Manager.
- iii. Depending on the outcome of (i), and the recognised condition of SEND, a referral is made to a local institution which includes: a dyslexia centre or local physician.
- iv. An objective assessment, according to local legislation, is made and a report is given to the school.
- v. Evidence, including the internal and external documents, is compiled for the student to have the proper access arrangement necessary for both internal and external assessments.

Inclusion provisions are made for dyslexic, dyscalculia, and EAL students detailed in IEP documents. Teachers make provisions for SEND students based on their IEP. Teachers are also able to share successful intervention strategies through the IEP. Regular meetings are also held to discuss and update students with specific needs.

A young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than most others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(UK Government. Department of Education Special educational needs and disability code of practice: January 2015)

At EF Academy Oxford students are considered to be SEND if they have any of the following:

- learning disabilities.
- specific learning difficulties.
- communication and speech difficulties.
- autism spectrum disorders.
- social, emotional and behaviour challenges.
- multiple disabilities and/or physical, sensory, medical or mental health issues.

INCLUSIVE ACCESS ARRANGEMENTS

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.

EF Academy Oxford will make the necessary inclusive access arrangements for students who have been diagnosed with SEND. 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% 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 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 disability. 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, but its use may disturb other candidates
- 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/invigilator'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 Course Co-ordinator 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 2018). The Course Coordinator 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 SEND. 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

DEADLINE FOR SUBMISSION OF REQUEST FOR INCLUSIVE ACCESS ARRANGEMENTS

Requests for inclusive access arrangements are submitted six months prior to an examination session, that is, by 15 November for candidates registering for the May examinations session and by 15 May for candidates registering for the November examinations session.

ASSESSING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES – SEND

SEE ALSO THE ACCESSIBILITY POLICY

Health & safety

- Has the student a specific medical condition?
- Can the student access all necessary parts of the building?
- Do they require a disabled toilet?
- Is it necessary to obtain special equipment, eg. a wheelchair ramp?
- Will they need assistance to evacuate the building?

Medicines

- Is support required in administering medicines?
- Is appropriate storage available in the centre/accommodation?

Academic

- Can the student be taught by our teachers?
- Are special materials required?
- Will extra time be required for assignments/tests?

Accommodation

- Can the student travel to school without assistance?
- Is there a host family/residence that can accommodate the student?
- Is additional equipment required to accommodate the student?

Catering/Food Allergies

- Can a host family/residence accommodate the required diet?
- Can the centre cafeteria accommodate the required diet?
- Does the student wish to cater for themselves, and if so can they source the appropriate foods?

Free time activities/excursions

- Will the student be able to participate fully in all activities and excursions?
- Will we be able to amend the event in order for the student to participate?
- Can we provide events to meet the student's specific needs?

Staff

- Is there a specific need for additional staff training to accommodate this student?

On arrival

Once the student has arrived in school a meeting will take place with the Designated Safeguarding Lead (or designated member of staff, e.g. Campus Manager) and the appropriate Course Coordinator and Pathway Manager, where adjustments or allowances may need to be made.

Below are some examples of practiced exercises of which have proven to effectively assess students with SEND

Presentations: a verbal demonstration of skill, knowledge and understanding of a particular topic. The student can narrate or describe the stimulus provided. The time is one-to-one, so the student feels less intimidated than a public presentation in a classroom environment.

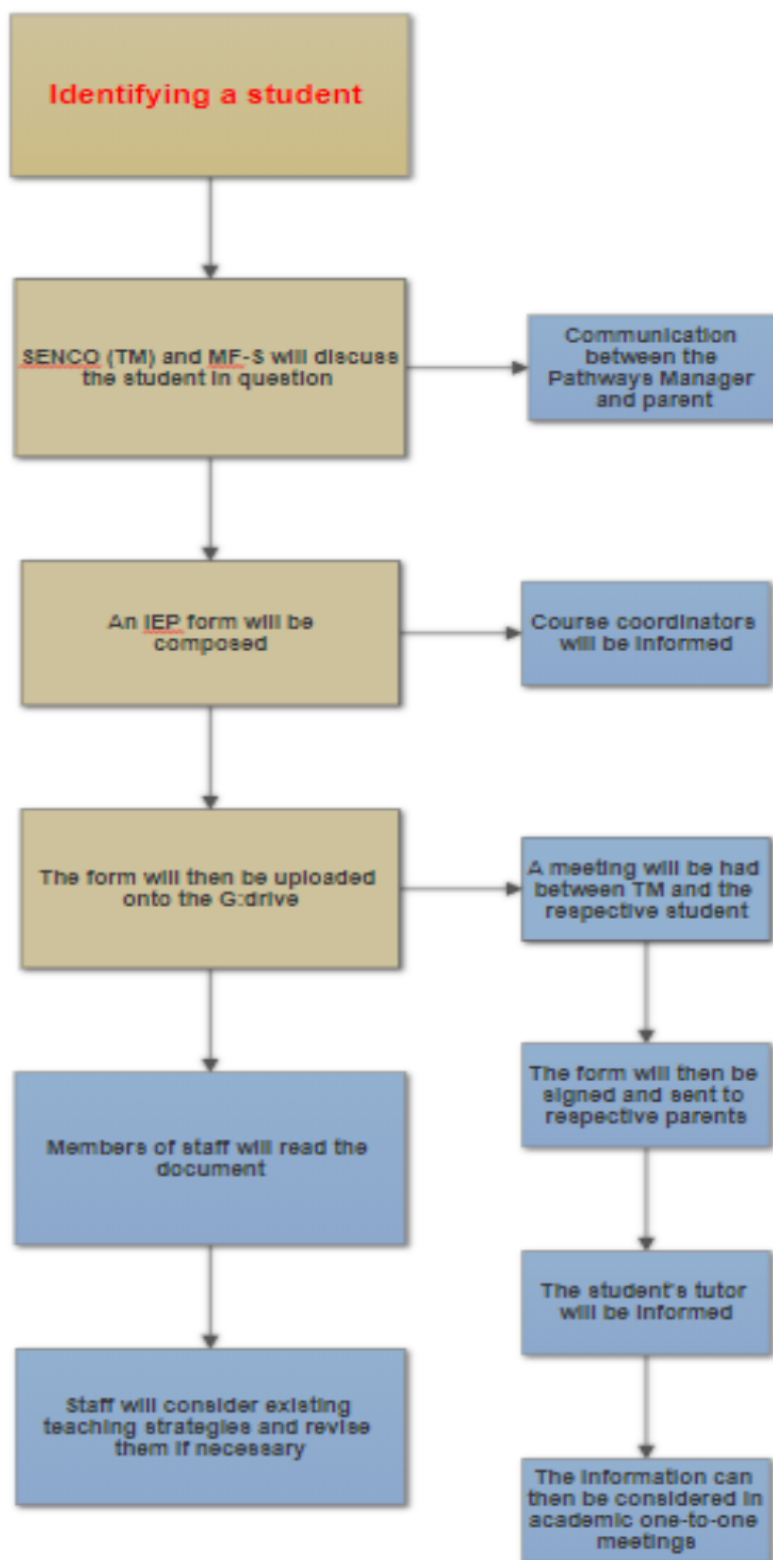
Interview: an interview helps the teacher as much as the student. Tutors are able to ask the

student various questions relating to their academic performance. The respective Pathway Manager is in the same position in order to provide pastoral care.

Observations and learning walks: each head of faculty member 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.



ADVICE FOR TEACHERS TEACHING SEND STUDENTS

Learners who are deaf or hearing impaired

Learners may be described as deaf or hearing impaired. Older individuals with hearing impairments may describe themselves as hard of hearing. Some deaf learners are born deaf or deafened before they acquired their first language (prelingually deaf); others will have acquired hearing impairments later in life, after the acquisition of a first language as an older child or an adult. Many, but not all, deaf individuals use a sign language as a first language. The Ethnologue report (www.ethnologue.com) lists 121 deaf sign languages used worldwide. It is important to realise that all these languages are different from each other; there is no universal 'deaf language'.

Approaches to consider when working with deaf or hearing-impaired learners

Environment

- Arrange lighting and seating so that everyone's face is well lit. Avoid standing in front of a window or light: this will place your face in shadow.
- Make use of as much visual information as possible, such as pictures, labels, diagrams and key words written up. Electronic whiteboards can have a positive effect because they grab the attention of learners who are deaf and cast enough light for signing or lip-reading to be seen clearly, even from the back of the class.

Speaking

- Face the learner at all times when speaking. Speak clearly and encourage other learners to do the same. Speak at a measured but normal speed.
- Speaking slowly distorts lip patterns, which become impossible to read.
- Approach a deaf learner who is working from the front or side to avoid startling him or her.
- Do not talk and demonstrate at the same time.
- Group work can be difficult for deaf learners. Get learners into the habit of indicating when they are speaking. Giving them a brightly coloured card to raise is useful. Alternatively, gesture towards the person speaking.
- In group work, repeat questions when giving answers.
- Try to keep background noise to a minimum.
- Be aware that loud noises can be distressing when amplified through a hearing aid.
- Take care not to speak while writing on a board or chart. Learners cannot lip-read while your back is turned.
- Repeat the beginning of an utterance and not just the end, and do not change the wording. Learners who are deaf and who are hearing impaired may 'tune in' late to the fact that they are being addressed and miss the beginning.

Teaching

- Learners who depend on using their eyes to obtain information will not be able to take notes at the same time, so prepare notes in advance.

- Lip-reading is very tiring: learners will need to have periodic rests from lip-reading.
- Unknown vocabulary is hard to lip-read. Write vocabulary down and check that it is understood.
- It is difficult to lip-read if the context is not known. The better a talk is structured, the better it is followed. Handouts can be very helpful to complement spoken instructions and descriptions, but provide these in advance, as learners cannot lip-read at the same time.
- Use short, clear statements and vocabulary, avoiding or explaining abstract concepts or jargon. If you find you have not been understood, think of a different way of explaining the same idea.
- Video cassettes and DVDs should be captioned wherever possible and you should seek out any TV programmes or video cassette copies that provide closed caption (CC) support, or for computer-based video provide captions through the use of SMIL (Synchronized Multimedia Integration Language) which can be accessed using multimedia players like RealPlayer or QuickTime. DVDs are more likely than video cassettes to have subtitles.
- Write down statements wherever possible, but check that these have been understood.
- For sign language users, many of the techniques used for teaching grammar to ESOL learners may be appropriate, especially for language functions or colloquialisms.
- Make (and encourage learners to look for) direct and explicit comparisons between the different grammars and forms.

Learners who are blind or visually impaired

Some learners will have been born blind or with visual impairments. A far larger number acquire visual impairment in later life. There are many myths around blindness. Many people assume that there is a distinct line between seeing clearly and seeing nothing at all. In fact, visual impairment covers a whole spectrum from individuals who are only slightly affected to the very small proportion who are totally blind and cannot distinguish light from dark. Also, everyone experiences deteriorating vision with advancing age. ESL learners may have lost their sight through trauma, as a result of war or through disease, rather than gradually deteriorating over time. Sensitivity in exploring the reason and how learners are taught must reflect the root cause of the sight loss.

Strategies to enhance learning

Assessment

- Learners who are blind or visually impaired may need particular assessment or examination arrangements such as a separate room, extra time, readers or scribes for written tests. Awarding bodies produce guidelines on assessment for learners with learning difficulties or disabilities.

Environment

- Some learners may need extra help in understanding the layout of the classroom. Room layout should not be changed without warning.

- Adjust lighting for individuals. Generally, good lighting is helpful, but for some learners too much light can be a hindrance, and glare from shiny surfaces can be very distracting. Many learners who are visually impaired are photophobic, that is, they cannot tolerate bright light.

Speaking

- When talking you need to make sure you stand in a well-lit place, facing learners, but not directly in front of a window, as your face will then be in shadow.
- Eliminate background noises as much as possible. Speak clearly.
- Ask speakers to introduce themselves by name in group discussions. Agree turn-taking signals. Non-verbal communication should be reinforced by intonation, touch (if and when appropriate and culturally and personally acceptable).

Teaching

- It is particularly important to ask visually impaired learners what helps them most, because the support they require may be very different.
- Produce materials in advance if they need to be put into Braille, modified print or onto tape.
- Written materials are easier to decipher if they are clear and simple, on nonglossy paper and with strong contrast in colour and tone.
- An uncluttered layout without too much on one page is helpful.
- Avoid placing text over a background illustration or pattern.
- Some learners find it easier to use an audio recorder, as it may be the most efficient way for them to review materials and ideas. Arrangements should ensure the best possible sound reproduction.
- Prepare handouts in advance so that learners who are blind or visually impaired have diagrams and so on to hand.
- Provide key information at the left-hand margin unless a learner's visual impairment requires otherwise.
- Always read out what is written when using a whiteboard, overhead transparency or PowerPoint presentation, and explain fully any diagrams, illustrations, acronyms or videos you use.
- Use black or blue pens and not red or orange on a whiteboard. A screen can cause physical pain if it is too bright.

Learners with long-term health conditions

The Disability Discrimination Act (1995, 2005) recognises that some long term and persistent health conditions are disabling. Some conditions have been specifically recognised and these include multiple sclerosis, cancer and HIV. There are other recognised health conditions that also impact on the individual's ability to access and participate in learning; these include ME (myalgic encephalomyelitis) and diabetes.

Torture, chemical warfare and other violent trauma can result in injuries which cause long-term health problems, for example muscle weakness, pain, cancers and permanent physical disability.

Each of these conditions will not be described, but highlighted are some of the unseen consequences that you will need to consider when planning and delivering your sessions.

Strategies to enhance learning

- Identify with the learner where they think they might experience difficulties with their learning and ensure that this is regularly reviewed.
- Ensure that there are breaks in your session for learners to rest and relax.
- Identify and agree the best time of day for learners to learn.
- Find out if there is provision closer to where they live.
- Identify how learners can access learning if they miss sessions.
- Make learning materials fully available and accessible – ensure handouts are forwarded if necessary and that notes are available to those who may feel too fatigued to write.
- Allow learners to record sessions to listen to when they are feeling 'learningready'.
- Ensure that learners are able to move around to relieve muscle or other pain when they need to.

Learners with dyslexia and related specific learning difficulties

Dyslexia can be defined as a difference in cognitive style. Learners with dyslexia can often perform a range of complex tasks, such as solving complicated problems in electronics or design, yet have a range of difficulties with reading and spelling, ordering and organising writing, copying from the board, learning word order in a foreign language, remembering instructions or new vocabulary. This is thought to be because of difficulties with processing language, mainly written language but also, in some cases, spoken language too.

Dyslexia is independent of intelligence and is thought to affect at least 10 per cent of the population, 4 per cent severely.

There will undoubtedly be learners with dyslexia in ESOL courses, and they may be undiagnosed. In many cases, learners from overseas will not have heard of dyslexia and will not have been diagnosed. They may recognise, but not understand why they appear to have more difficulties with reading and writing and learning a new language than their peers.

A range of other difficulties are associated with dyslexia:

- dysgraphia – handwriting difficulties;
- dyspraxia – poor motor coordination;
- dyscalculia – difficulties with maths.

These are part of the syndrome of dyslexia, but may in some cases function as a primary disability.

How to tell if a learner has dyslexia

For a full diagnostic assessment, learners need to go to a professional; a practitioner or educational psychologist who is qualified to diagnose dyslexia.

What you can carry out is initial screening, the purpose of which is to inform teaching, or to suggest when it is worth referring a learner for a full assessment.

This can be helpful to you and the learner as you then have some idea of why a learner is not responding to a particular teaching method or activity, and is finding some language and literacy skills more difficult. You can then look again at the learner's preferred learning style or try out 'dyslexia friendly' teaching methods.

Common indicators of dyslexia include a history of difficulties (in learners' other languages as well as in English) in the following:

- learning to read, even with extra help;
- spelling, including erratic and 'bizarre' spelling, not related to the sound of the word;
- word retrieval;
- learning a foreign language;
- learning number facts, such as tables;
- copying;
- messy or laborious handwriting;
- remembering oral instructions or messages;
- telling the time on an analogue clock;
- tying shoelaces or playing ball games.

Strategies to enhance learning

- Observe closely to see what does and doesn't work. Discuss what approaches have worked for the learner in the past and help learners to understand their own learning styles.
- Encourage learners to find their own strategies so they become independent in their learning. Offer memorising techniques such as mnemonics, visualising techniques, tape recorders, posters and cards (with illustrations).
- Help them make connections between what they know and any new language.
- Encourage them to make visual representations of information, for instance through mind maps. They may then be able to recall them more easily.
- Always teach grammar, phonology and lexis in contexts of interest to the learner. Use role-play, simulations, guided discussions, drama, narratives, literature, songs and games. Avoid de-contextualised grammar exercises, drills and vocabulary learning tasks.
- When addressing language difficulties, such as poor auditory memory, 'scaffold' the skill by breaking the task down. Often processing difficulties cannot be overcome by practice, so recognise when techniques such as repetition are not working and try other strategies to support the learner.

- Give learners time to copy from the board, or prepare handouts with the information. When preparing handouts, pay attention to layout and clarity. Avoid putting too much text on one page and use colour to highlight key points.
- Offer a range of lined coloured paper for learners to write on (this may have to be photocopied or specially ordered). If learners have a preferred colour, ensure all handouts for them are printed on it.
- Sometimes learners need to ‘overlearn’ (i.e. practise even after they seem to have learnt something) to help transfer learning into long-term memory. Use a multisensory approach to reinforce language – allow learners to hear, read, speak and write it. However, do this in the order that suits their learning style.
- If they prefer to write something down before saying it, give them opportunities to do this.
- Make technology available wherever possible – for word processing, spellchecking, and dictionary work.
- Support learners in developing strategies to organise their folders and manage their time, for example by ‘staging’ assignments.

Learners with learning difficulties

The term ‘learning difficulties’ is used in post-16 education to refer to individuals who have a general cognitive difficulty that affects their ability to learn. It is used to describe learners with a wide range of very different learning needs. These learners, like any other learners, will have spiky profiles.

The concept of learning difficulty may be different depending on the context and values of a particular society and culture in a specific point in time. For example, a study of South Asian communities (Maudslay, Rafique and Uddin, 2003) found no direct translation for the term ‘learning difficulty’. This was also found to be true for the Turkish and Eritrean communities and in the Sikh community (Learning and Skills Development Agency, 2004). Terms used to describe individuals with learning difficulties translated into ‘simple’ and ‘slow’.

Thus, many learners from overseas will not have heard of learning difficulties and may well come from countries with limited provision for individuals with disabilities or learning difficulties.

There are likely to be learners with learning difficulties (particularly those with mild learning difficulties) in classes.

Strategies to enhance learning

- Observe closely to see what does and doesn’t work. If learners have sufficient language, discuss what approaches have worked for the learner.
- Contextualise new language to help learners understand why and how the language is used. Use contexts that are real and relevant to learners.

- Establish realistic goals that relate to what the learner can and wants to do so that they feel a sense of achievement.
- Create an atmosphere of safety and respect. Provide encouragement and positive feedback on the learner's achievements to develop their confidence and self-esteem.
- Break tasks into small steps appropriate to the level of the learner's concentration.
- Check understanding of instructions; reinforce instructions with visual input, for example demonstration, using pictures or objects.
- Give the learner time to process information and respond to questions.
- Use games and strategies to help improve memory, such as Kim's game, and repetitive stories or situations.
- When using visual materials, it is best to use photographs. Line drawings and symbols may be difficult for some learners to interpret.
- When preparing handouts, pay attention to layout and how easy they are to read. Use a minimum of font size 14. Avoid putting too much on one page and use colour to highlight key points
- Copying from the board is difficult and tiring for learners who have difficulties with fine motor skills. Provide alternatives.
- Use a multisensory approach to reinforce language – allow learners to hear, read, speak and write it.

Learners with autistic spectrum disorders and Asperger syndrome

General points

- Provide stability and consistency and give warning of any changes, such as to the room or practitioner, and be alert to possible signs of stress and anxiety.
- Provide learners with a named person to whom they can go with any concerns.
- Provide a space or room for learners to go when they are feeling stressed or overwhelmed and need quiet. Some educational institutions have set up a staffed 'safe haven' for learners with autistic spectrum disorders (Tarleton, 2004).
- Use tutorials to check how things are going for the learner.

In the classroom

- Use concrete, direct, explicit instructions supported by visual prompts. Do not rely on whole class instructions; be sure to get the individual's attention.
- Some learners are able to listen better if they do not look at the speaker – do not insist on eye contact.
- Break tasks into clearly identifiable steps. Make the beginning and ending points of tasks clear, for example by using a list of steps, pictures, or prompt cards.
- Avoid ambiguity and make connections with previous skills and knowledge explicit.
- Give the learner time to process information and respond to questions.
- Avoid end-of-term deadlines for assignments. Provide more structure and regular checks.

- Be sensitive to the fact that some individuals find it very difficult to work in a group: do not force participation. Some learners want to spend their time alone while others may need help to make contact.
- Create a calm learning environment with clear structure and consistency.
- Keep down noise levels, which can be extremely distracting for some learners.
- Do not allow unusual behaviour to distract you from recognising ability.
- Individuals with autistic spectrum disorders can have very high ability in certain areas of learning.
- Create a supportive environment that encourages the valuing of individuals and the acceptance of difference. Agree 'rules' with the whole group on acceptable behaviour.
- Avoid putting pressure on learners and be alert to the possibility of stress. If left unrecognised stress can lead to anxiety, aggression or withdrawn behaviour. Providing regular breaks helps individuals sustain personal stress or information overload.
- The causes of obsessional and ritualistic behaviour, such as arm flapping, are highly complex. It is thought that, for some individuals, it may help to keep fear and anxiety under control. Asking the learner to stop the behaviour is likely to be counterproductive and may cause them to become more agitated.
- Simple relaxation techniques, such as breathing, looking at a photo, or taking a short walk, can be helpful.
- Always teach new language in contexts of interest to the learner. The use of role play, drama, and social stories can be particularly effective for learners with autistic spectrum disorders.
- Learners may need support to understand social interaction, for example they may need to be asked not to interrupt or to pause to allow others a turn. However, it is not always easy to formulate rules to guide social interaction and 'learning' social skills can be extremely demanding and stressful for individuals with autistic spectrum disorders.
- Establish clear rules, where these might help the learner. For example, avoid interruptions in group situations by using an object – only the person holding it is allowed to speak.
- When learners have obsessive topics of conversation, it may be useful to have special times when the learner can talk about their subject. It may act as an incentive to do other things.
- Draw attention to emotions, gesture, facial expression, eye contact, and so on, when relevant. Photographs, videos, television soaps, or watching others in the group role play situations, can all be a useful source of material around the communication of feelings and emotion.
- Also, those who are competent readers sometimes prefer to be given information/instructions in written form. But where learners may be hypersensitive to visual stimuli, provide uncluttered worksheets with clear signposts as to where to start.

EVALUATION OF THE POLICY

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

Completed: June 2019 by: Thomas Mayer (Head of Literacy and Communication in English)
Updated and Reviewed by Thomas Mayer (Head of Literacy and Communication in English)
June 2021

Sources:

EF ILS SEND Teacher Info sheet
IBO Access and Inclusion Policy (2018)
Handbook of procedures for the IB Diploma IBO (2015)
Continuum Learning Stories for Inclusive Education (from 2013 onwards)
Language and learning in IB programmes (2011, updated 2012)
Meeting student learning diversity in the classroom (2013)
Candidates with assessment access requirements (2009)
Academic Honesty in the IB Diploma Programme (2011)
UK Government. Department of Education Special educational needs and disability code of practice: (2015) 'Inclusive School Design: Building Bulletin 94' - HMSO - ISBN 0-11-271109-X

Appendix 4 – Science Practical Endorsement Policy

Planning and managing non -examination assessments, including staff responsibilities and risk management.

A Level Sciences – Practical Endorsement (PAGS)

All students taking an A Level course in Sciences are required to complete the practical endorsement which will be assessed as ‘pass’ or ‘fail’ by the May of the year students are due to take their final examinations.

This ‘pass’ or ‘fail’ is reported separately and does not affect the grades a student achieves in their final examinations, however it may be required by scientific undergraduate courses.

The experiments are carried out alongside teaching at times to suit the theoretical elements of the course, as laid out in the Schemes of Work and TLA documents.

Passing criteria

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

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

laboratory equipment and teacher time. Staff can not guarantee the availability of equipment outside the allotted lesson time.

Teacher Responsibilities

- Students will either be issued with a laboratory notebook when joining the course or work with an e-portfolio of experiments and the requirement is explained, along with:
- Laboratory Safety notes
- Guidance and criteria
- Contents page
- 'Keeping a laboratory notebook in science'
- Students are shown good laboratory and recording practise and are familiar with practical skills handbook guidance
- PAGS are included in scheme of work and taught alongside course, approx. 6 during year 1 and 6 during year 2
- All dates are entered into the PAG tracker spreadsheet and books are marked periodically (every half term or every 2 experiments, minimum) and students are given opportunities to improve
- Any students joining the course late are given opportunities to catch up experiments they have missed up to a maximum of 3 per academic year.

Head of Faculty Responsibilities and Risk Management

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

Keeping a Laboratory Notebook in Science

- Lab notebooks (or electronic equivalent) will be used to keep a record of all practical work, to include

- Name, Class and Teacher Initials
- Laboratory rules
- Contents page detailing date and title of all completed experiments
- PAG criteria

Experiments should have:

- A date and a title
- Experiment worksheet affixed (no loose pieces of paper, where hard copy)
- Aims/Plan, Method, Results, Analysis, Conclusion, Evaluation
- All observations are noted down so the experiment could be repeated
- Clear diagrams
- Tables are consistent with units
- Graphs are appropriately sized and labelled, glued in
- See the Practical Skills Handbook for your subject for more guidance

Laboratory notebooks will be reviewed regularly and feedback issues to allow students to develop and improve upon the necessary skills outlined in the PAG criteria.

Updated and Reviewed by Amy Webber September 2022

Appendix 5– Examination Policy

The purpose of this exams policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interests of candidates;
- to ensure the operation of an efficient exams system with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the centre's exam processes to read, understand, and implement this policy.

The exams policy will be reviewed every year.

The exams policy will be reviewed by the Head and Assistant Head and Head of Boarding and Estates.

Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk.

Exam responsibilities

The Head of Centre:

- has overall responsibility for the school/college as an exams centre and advises on appeals and re-marks.
- is responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document *Suspected malpractice in examinations and assessments*.

Examinations Officer¹:

- manages the administration of external examinations
- advises the senior leadership team, subject and class Academic Tutors, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies.
- oversees the production and distribution, to all centre staff and candidates, of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- ensures that candidates and their parents are informed of and understand those aspects of the exams timetable that will affect them.
- provides and confirms detailed data on estimated entries.
- maintains systems and processes to support the timely entry of candidates for their exams.
- receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines.
- administers access arrangements and makes applications for special consideration following the regulations in the JCQ publication *A guide to the special consideration process*.
- identifies and manages exam timetable clashes.
- accounts for income and expenditures relating to all exam costs/charges.
- liaises with the assistant head (A Level and IB) in organising the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams.

¹ This is the individual to whom the Head of Centre has delegated responsibility for the administration of exams in their centre.

- supports the dissemination of exam results and certificates to candidates and forwards, in consultation with the SLG, any post results service requests.

Assistant Heads (IB and A Level) and Heads of Faculty are responsible for:

- guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries.
- accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.
- accurate completion of coursework / controlled assessment mark sheets and declaration sheets.
- decisions on post-results procedures.

Teachers are responsible for:

- supplying information on entries, coursework and controlled assessments as required by the head of department and/or exams officer.

The SEND Coordinator is responsible for:

- identification and testing of candidates' requirements for access arrangements and notifying the exams officer in good time so that they are able to put in place exam day arrangements
- process any necessary applications in order to gain approval (if required).
- working with the exams officer to provide the access arrangements required by candidates in exams rooms.

Lead invigilator/invigilators are responsible for:

- assisting the exams officer in the efficient running of exams according to JCQ regulations.
- collection of exam papers and other material from the exams office before the start of the exam.
- collection of all exam papers in the correct order at the end of the exam and ensuring their return to the exams office.

Candidates are responsible for:

- confirmation and signing of entries.
- understanding coursework / controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
- ensuring they conduct themselves in all exams according to the JCQ regulations.

Qualifications offered

The qualifications offered at this centre are decided by the Senior Leadership Group in liaison with the Faculty Heads.

The types of qualifications offered are A Level and the International Baccalaureate Diploma

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus or similar documents for that year. If there is to be a change of specification for the next year, the exams office must be informed by December.

Informing the exams office of changes to a specification is the responsibility of the Assistant Heads (A Level and IB)

The final decision on whether a candidate should be entered for a particular subject will be taken, after consultation with the student and their parents, by the Assistant Heads in consultation with the Head of School and Heads of Faculty.

Exam series

Internal exams (mock or trial exams) and assessments are scheduled in February 2023 for IB and February 2023 for A-Level students.

External exams and assessments are scheduled in May and June for IB and May to July for A-Level students.

Internal exams are held under external exam conditions.

The does not normally offer assessments on an on-demand basis.

Exam timetables

Once confirmed, the exams officer will circulate the exam timetables for external exams at a specified date before each series begins.

Entries, entry details and late entries

Candidates or parents/carers can request a subject entry, change of level or withdrawal.

The centre does not normally accept entries from private candidates.

The centre does not act as an exams centre for other organisations.

Entry deadlines are circulated to heads of faculty via briefings, email, noticeboard and academic leadership teams as well as the school intranet system.

Heads of faculty will provide estimated entry information to the exams officer to meet JCQ and awarding body deadlines.

Entries and amendments made after an awarding organisation's deadline (i.e. late) require the authorisation, in writing, of the Head of Faculty, Assistant Head, the student and the parent/carer of the student.

Exam entries will be at the discretion of the Head of School and will take into account academic performance as indicated in the Academic Policy.

A level re-sits are allowed. subject to approval of the Assistant Head (A-Levels).

IB level re-sits are allowed. subject to approval of the Assistant Head (IB).

Re-sit decisions will be made by Heads of Faculty *in* consultation with Assistant Heads (A Level and IB), in consultation with the student and their parents.

Exam fees

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

The exams officer will publish the deadline for actions well in advance for each exams series.

A Level and IB try exam fees are paid by the centre. The cost of re-sits is borne by the student opting to re-sit A Level or IB.

Late entry or amendment fees are paid by the centre where there is an error on the part of administration. They will be paid by the student where the student is in error.

Students will meet the fees for language A-Levels except where they are only sitting for two A-Levels. In this case, language will be treated as the third A-Level and the cost of entry will be met by the school.

Fee reimbursements are not sought from candidates:

- if they fail to sit an exam
- if they do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

Equality Legislation

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

The centre will comply with the legislation, including making reasonable adjustments to the service that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the Head of School and Assistant Heads (A Level and IB).

Access arrangements

The Special Education Needs Coordinator (Tom Mayer) will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.

A candidate's access arrangements requirement is determined by the Assistant Heads (A level and IB) in line with JCQ and IBO Guidelines

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of the Special Education Needs Coordinator.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams Officer, informed by the Special Education Needs Coordinator.

Rooming for access arrangement candidates will be arranged by the Exams Officer, informed by the Special Education Coordinator and the Assistant Heads (A level and IB)

Invigilation and support for access arrangement candidates, as defined in the JCQ and IBO access arrangements regulations, will be organised by the Exams Officer, informed by the Special Education Coordinator and the Assistant Heads (A level and IB)

Contingency planning

Contingency planning for exams administration is the responsibility of the Exams Officer, informed by the Special Education Coordinator and the Assistant Heads (A level and IB)

Contingency plans are available via email, noticeboard, briefing meetings, internal post/pigeon hole, the school intranet and are in line with the guidance provided by Ofqual, JCQ, IBO and awarding organisations. A copy of the contingency plan is included at the end of this document.

Estimated grades

Heads of Faculty are responsible for submitting estimated grades to the exams officer when requested by the exams officer.

Managing invigilators

External staff will not normally be used to invigilate examinations.

Recruitment of invigilators is the responsibility of the Assistant Heads (A Level and IB).

Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of the Assistant Heads (A Level and IB) and the lead Administrator.

DBS fees for securing such clearance are paid by the centre.

Invigilators are recruited, timetabled, trained, and briefed by the Exams Officer and the Assistant Heads (A Level and IB)

Malpractice

The head of centre in consultation with Exams Officer and the Assistant Heads (A Level and IB) is responsible for investigating suspected malpractice.

Exam days

The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

Site management staff is responsible for setting up the allocated rooms, and will be advised of requirement three weeks in advance.

The Exams Officer and/or the Assistant Heads (A Level and IB) will start and finish all exams in accordance with JCQ guidelines.

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

In practical exams, subject teachers' availability will be in accordance with JCQ and IB guidelines. In the case of JCQ exams, subject staff are not allowed to be in the exam room at any stage.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to heads of department in accordance with JCQ's recommendations and no later than 48 hours after candidates have completed them.

After an exam, the exams officer will arrange for the safe dispatch of completed examination scripts to awarding bodies, working in conjunction with the Assistant Heads (A Level and IB)

Candidates

The exams officer will provide written information to candidates in advance of each exam series. A formal briefing session for candidates may be given by the Assistant Heads (A Level and IB) along with the exams officer.

The centre's published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the Assistant Heads (A Level and IB)

Note: candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.

The exams officer together with the school guidance counsellors will be responsible for handling late or absent candidates on exam day. They will be supervised by the Assistant Heads (A Level and IB)

Clash candidates

The Assistant Heads (A Level and IB) and the exams officer will be responsible as necessary for supervising escorts, identifying a secure venue, and arranging overnight stays.

Special consideration

Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre's exams officer to that effect.

The candidate must support any special consideration claim with appropriate evidence within 24 hours of the exam.

The exams officer will make a special consideration application to the relevant awarding body within 2 days of the exam.

EF Oxford is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. EF Oxford is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. EF Oxford will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. EF Oxford will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. EF Oxford will, having received a request for materials, promptly make them available to the candidate. This will either be the originals viewed under supervised conditions or copies.
4. EF Oxford will provide candidates with sufficient time, normally at least five working days, to allow them to review copies of materials and reach a decision.
5. EF Oxford will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing and candidates must explain on what grounds they wish to request a review.
6. EF Oxford will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks.
7. EF Oxford will ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review.

Internal assessment

It is the duty of heads of faculty to ensure that all internal assessment is ready for dispatch at the correct time. The exams officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

Marks for all internally assessed work are provided to the exams office by the Assistant Heads (A Level and IB). The exams officer will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the centre's Internal Appeals Procedure (IAP) document.

Enquiries upon Results (EUR)

EURs may be requested by centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates.

The cost of EURs will be paid by the candidates.

All decisions on whether to make an application for an EUR will be made by the Assistant Head (A Level and IB).

If a candidate's request for an EUR is not supported, the candidate may appeal and the centre will respond by following the process in its Internal Appeals Procedure (IAP) document.

All processing of EURs will be the responsibility of the exams officer following the JCQ guidance.

Access to Scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of written exam papers within 5 days of the receipt of results.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

An EUR cannot be applied for once an original script has been returned.

The cost of EURs will be paid by the candidate.

Processing of requests for ATS will be the responsibility of the Assistant Head (A Level and IB)

Certificates

Candidates will receive their certificates

- by post to their home address (candidates to provide a self-addressed envelope)
- posted (recorded delivery)
- posted (first class)
- collected and signed for

Certificates can be collected on behalf of a candidate by third parties (such as local Admissions Offices), provided they have written authority from the candidate to do so, and bring suitable identification with them that confirms who they are.

The centre retains uncollected certificates for 5 years.

A new certificate will not be issued by an awarding organisation. A transcript of results may be issued if a candidate agrees to pay the costs incurred.

Exams Contingency Plan

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at EF International Academy. By outlining actions/procedures to be followed in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by information contained in the *Joint contingency plan for the examination system in England, Wales and Northern Ireland* where it is stated that “Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.”

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process

The school structured with an Exams Officer, who is overseen by the Assistant Head for A-Level, Kevin Cousineau and the Assistant Head for IB programme, Dona Jones.

In a period of extended absence, the appropriate Assistant Head (IB or A-Level) would take responsibility for carrying out the duties of the Exams Officer. Appropriate backfilling of responsibilities would then be decided upon by Assistant Head. All members of the invigilating team regularly receive training and colleagues involved in the administration of key processes are trained on how to carry out processes and who to contact in extremis.

2. SENCo extended absence at key points in the exam cycle

In the event of the extended absence of the SENCo, appropriate back-filling of responsibilities would be decided upon by the Head of School.

3. Teaching staff extended absence at key points in the exam cycle

In the event of a period of extended absence of a member of the teaching staff, the IB or A-Level Assistant Head will work with the appropriate Head of Faculty to arrange teaching cover from within the staff team and/or the wider staffing establishment at the school. New staff providing

cover would be briefed as part of their induction process on arrangements for assessment and examinations. Their practice in terms of assessments would be monitored by the Head of Faculty.

4. Invigilators - lack of appropriately trained invigilators or invigilator absence

New invigilators undergo training by the Exams Officer and the Assistant Head. They are permitted to work independently once they, and the Exams Officer, are happy that they are competent and confident in processes and procedures. Annual training sessions are held in April for all invigilators in order to refresh their knowledge and communicate JCQ/IB regulation changes and update local information.

5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

The majority of exams are accommodated in the Lecture Hall at the Cotuit site. In addition to this we have the opportunity to use the student lounge when required as a backup or in the case of lack of capacity. We also have available the student quiet study area that can cater for another 20 students according to JCQ regulations. In the event of all school sites being used, we have the opportunity to use the EF Language School Lecture Hall as back up. We have also identified alternative provision offsite including St Margaret's Church Hall, which is approximately ten minutes' walk from the school and Marston Scout Hall, which is also ten minutes' walk from the school.

6. Failure of ICT systems

The school will minimise any ICT disruption via resilient design and preventative maintenance. In the event of an issue this would be dealt with by the ICT support team who test and update the systems on a regular basis. Where such failure impacted on scheduled exams, steps would be taken to resolve the problem as quickly as possible.

7. Centre unable to open as normal during the exams period

In the event of the Centre not being able to open as normal, appropriate communication with the relevant Awarding Bodies would be undertaken by the Exams Officer and alternative options would be explored such as moving exams to an external location (such as identified above and appropriate transport arrangements would be made). All arrangements would be agreed with the Awarding Body before being put in place. In such instances, details would be communicated to candidates via the school's website, email and text facilities. Staff involved in exams (including invigilators) would be contacted by email, telephone and text.

8. Candidates unable to take examinations because of a crisis – Centre remains open

If a candidate is able to sit the exam but cannot attend the Centre due to a crisis, appropriate communication with the relevant Awarding Bodies would be undertaken by the Exams Officer and

alternative options would be explored (home, hospital, alternative Centre etc.). Appropriate use of Special Consideration policies would be applied should the candidate/candidates be unable to attend due to unforeseen circumstances and where alternative arrangements could not be made or are not agreed by the Awarding Body.

9. Disruption to the transportation of completed examination scripts

All scripts are returned using the designated dispatch methods prescribed by the Awarding Body concerned. Where this becomes unavailable or inappropriate, the Awarding Body will be contacted to discuss suitable alternatives.

10. Assessment evidence is not available to be marked

In the event of large scale damage or destruction of completed examination scripts/assessment evidence before it can be marked, the Exam Officer would notify the Awarding Body immediately for advice and further instructions. Student marks would be submitted based on appropriate evidence and candidates would be given the opportunity to retake in a subsequent series.

11. Centre unable to distribute results as normal

The Centre distributes the results 'as normal' via email to each student as they are back in their home countries when the results are released. Should there be a failure of IT system on results day, alternative offices are available through the language school and would be used for this purpose.

Further guidance to inform and implement contingency planning

Ofqual

Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland <http://dera.ioe.ac.uk/16235/1/2012-12-11-joint-contingency-plan-november-2012.pdf>

GOV.UK

Emergencies and severe weather: schools and early years settings

<https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings>

Teaching time lost due to severe weather conditions

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

Dispatch of exam scripts guide - Contingency planning

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide>

JCQ

Guidance on *alternative site arrangements* <http://www.jcq.org.uk/exams-office/forms>

Instructions for conducting examinations <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

Guidance on *access arrangements and special consideration* <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

Updated and Reviewed by Kevin Cousineau June 2021

Appendix 6 – Examination Appeals Policy 2022-23

Under section 2, paragraph 19 (ix) of the Joint Council Code of Practice, the Awarding Bodies require school centres offering their examinations to:

- have a published appeals procedure relating to internal assessment decisions
- make this document available and accessible to candidates

Our policy is designed to promote quality, consistency, accuracy and fairness in assessment and awarding.

1. The candidate will have produced coursework that has been authenticated as original work according to the Joint Council document issued in September to all examinations candidates in years 10 & 11.
2. In September, all candidates are given written advice about the production of coursework deadlines to be met. Information about the appeals procedure will be given in the same advice.
3. Within a department, all candidates are given adequate and appropriate time to produce the coursework.
4. Internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills.
5. The consistency of the internal assessments is secured through the departmental mark scheme or marking criteria and internal standardization as necessary.
6. Each Awarding Body specifies detailed criteria for the internal assessment of the work and staff responsible for internal standardisation attend any training sessions given by the Awarding Bodies.
7. The Awarding Body must moderate the assessed coursework/oral tapes and the final mark awarded is that of the Awarding Body. This mark is outside the control of the school and is not covered by this procedure.

Appeals Procedure

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2022, as set out in the **JCQ Guidance**.

- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners have been appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.
- Appropriate information on the appeals process will be provided to parents/carers.

Science Practical Endorsement (A-levels only)

Reviews of marking - centre assessed marks

(GCSE controlled assessments, GCE coursework,
GCE and GCSE non-examination assessments and Project qualifications)

EF Academy Oxford is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. EF Academy Oxford is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. EF Academy Oxford will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. EF Academy Oxford will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. EF Academy Oxford will, having received a request for copies of materials, promptly make them available to the candidate.
4. EF Academy Oxford will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. EF Academy Oxford will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing.
6. EF Academy Oxford will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. EF Academy Oxford will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.

8. EF Academy Oxford will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. EF Academy Oxford will inform the candidate in writing of the outcome of the review of the centre's marking
10. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.
11. The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

October 2018

Reviewed: May 2019, Paul Ellis

Updated and Reviewed by Kevin Cousineau September 2022

Appendix 7: 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 September 2022