

Ealing Independent College

Curriculum Policy

The logo for Bellevue, featuring the word "bellevue" in a lowercase, sans-serif font. The letters "bel" are blue, and "levue" is pink.

Created: July 2015

Reviewed: July 2023

Next Review: July 2024

Reviewed
by
Principal

Date: July 2023

This policy applies to all pupils in the school.

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All departments keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of national issues, our subject coordinators are committed to reviewing the government's revised National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content. Coordinators take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate. The curriculum aims to marry together the strengths of the National Curriculum with the entrance requirements of universities to which pupils apply and the aims and ethos of the school. The school will take all reasonably practicable measures to fulfil the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHCP.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full time supervised education for pupils between the ages of 13 and 19.

Throughout the school, the curriculum provides pupils with learning opportunities for developing strong core and cognitive skills; mathematical, scientific, technological, human and social, physical and aesthetic and creative education, as well as linguistic and life skills appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The school is committed, through its curriculum and extracurricular pursuits, to helping pupils to understand how to stay safe, build positive and healthy relationships and promotes inclusion and respect, as well as the welfare and safeguarding of children at all times.

Aims of the curriculum:

We believe that a successful curriculum should be broad and balanced and delivered in innovative ways to provide appropriate stretch and challenge to all our pupils, exciting and engaging them and giving them ownership in their learning. We believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. It is our aim for each child in our school to develop the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for life in British society. It offers a robust understanding of safeguarding through the comprehensive PSHE and e-safety programmes.

Context

Ealing Independent College teaches a variety of courses leading to GCSE and A level qualifications. The College provides full time, supervised education for pupils between the ages of 13 and 19, and is designed to ensure equal opportunities for all learners regardless of ability, gender, ethnicity, religion or disability.

Subjects are taught within a weekly framework of 30 periods, each of 60 minutes' duration.

The school day:

8.40	Registration (GCSE Students only)
8.50	Lesson 1
9.50	Lesson 2
10.50	Break
11.10	Lesson 3
12.10	Lesson 4
13.10	Lunch
14.00	Registration and Form Tutor Time
14.10	Lesson 5
15.10	Lesson 6 - Staff CPD on a Monday
16.10	End of College Day/activities/meetings/extra-school

The number of hours of tuition students receive per week varies according to their year group and, in the case of post-16 students, their specific academic needs. At sixth-form level there is much greater flexibility over the number and range of subjects that may be taken and more non-timetabled periods that can be used for the purposes of independent supervised study. We believe that developing independent study skills is an integral part of sixth-form study and essential preparation for the university courses that are the ultimate academic aspiration of the vast majority of our students.

Summary

Our curriculum policy is summarised in the following broad aims. Subsequent sections of this policy explain in detail how these aims are achieved.

- To assist individual students in achieving the best possible grades both in absolute and value-added terms. This cross-references with the **Progress, Target Setting and Tracking and Reporting Policy**.
- To help students develop study skills, effective time management and revision strategies that are relevant to the exams they are taking and that will provide a good basis for the next stage of their education. A comprehensive Student Induction programme embeds this.
- To create a timetable for Years 9, 10, 11, 12 and 13 that is sufficiently flexible to accommodate students' subject preferences.

- To identify and deliver the most suitable academic programme for students' individual needs including, if necessary, arranging for different subjects to be taken over different course durations and different academic streams.
- To allow students as much opportunity as is needed and compatible with their general progression for desirable changes in subject selection or the pace at which they study.
- To foster self-motivation and self-discipline and an awareness of the skills needed for independent learning.
- To provide students with opportunities for developing extra-curricular interests, whilst retaining freedom of academic subject choice.
- To devise year plans for coursework that ensure students' workloads are spread evenly over the academic year.
- To promote social, spiritual, moral and cultural development and a sense of citizenship.
- To enable students to make informed choices about higher education and careers, and maximise their chances of securing places on the most competitive university courses.
- To intensify progress made by teaching in small class sizes of no more than 12.
- To ensure that the protected characteristics of students is upheld in accordance with the Equality Act of 2010.

“Reducing class sizes from the 30’s to the 20’s is in the right direction, but there is little support for the claim that there are increases in student achievement or satisfaction, or teacher attitude or morale. Only when the class size reduces to 15 or below are there appreciable positive benefits.”

Hattie, Influences on Student Learning, 1999

We believe in a broad curriculum, delivered in innovative ways to excite and engage children and we believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. It is our aim to furnish each child with the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for life in British society. It offers a robust understanding of safeguarding through the comprehensive PSHE and e-safety programmes.

The curriculum at Ealing Independent College is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate an SEND Policy to ensure the needs of all learners are met.

GCSE Programmes

Students in Years 9, 10 and 11 are required to take certain core subjects which provide experience of the following key areas:

Linguistic: English (Language and Literature) and preferably at least one modern foreign language.

Mathematical: Mathematics and Science.

Scientific: Students have the option of studying one or more of Biology, Chemistry and Physics as separate subjects or study for the 'dual award' science qualification. Most students study three separate sciences to GCSE if they are sufficiently able. Computer Science is an optional subject.

Human and Social: All Year 10 students study either Geography or History. **PSHE** is a compulsory subject in all years. Please see the **PSHE and SMSC Policy** for more details on this area.

Physical: All students in Years 10 and 11 are timetabled for PE. Although Physical Education ceases to be compulsory in the sixth form, any sport that students wish to participate in is encouraged.

Aesthetic/Creative: All students in Year 9 and 10 are encouraged to study Art which encompasses painting and drawing, and those who do progress to take GCSE Art in Year 11.

Technological: Though the school made the decision to phase out the ICT GCSE Course, Computer Science has replaced it. Students are taught specifically on the importance of e-safety within both assemblies and the PSHE course, and the practical uses of ICT are embedded within teaching and learning across the subjects. All courses are backed up through Google Classroom resources, accessed online.

Naturally, there are several areas of overlap here with many of the GCSE subjects helping to develop more than one of the listed key areas or skills.

Students on the two-year GCSE course (Year 9 or 10 entry) study eight or nine subjects, with the option of adding extra subjects in either Year 9, 10, Year 11 or both. The programme incorporates English Language and Literature, Mathematics, Science (Biology, Chemistry and Physics), a Modern Language (usually French or Spanish), Art, History, Geography, Business Studies, Sociology, Religious Studies and Computer Science.

Students who join at Year 9 age have the possibility of moving directly to Year 11 if they perform sufficiently well in assessments across the year.

Students in Year 11 can follow a more varied programme, depending upon their abilities and requirements.

Subjects available at GCSE level are:

Art, Biology, Business Studies, Chemistry, Computer Science, English Language, English Literature, French, German, Geography, History, Mathematics, Physics, Religious Studies, Sociology and Spanish.

The core of a Year 11 student's programme generally comprises the following subjects:

English Language and Literature, Maths, Sciences, a Modern Language and a Humanities subject. This is consistent with the EBacc set of qualifications.

Students of compulsory school age are not permitted to undertake fewer than the minimum number of core subjects except in special circumstances such as a prolonged or debilitating illness, or pronounced SEND needs.

Whilst the students who are completing a 'traditional' Year 11 – that is, those who were studying at EIC in Year 10, there are also students joining our Year 11 who have either studied Year 10 at another school or who have completed Year 11 somewhere else and are retaking their GCSEs. The College also caters for students with international educational backgrounds who may follow a mixture of GCSE and AS/A level courses.

All students under 16, regardless of year group, undertake Physical Education once per week. Where appropriate, students are encouraged to play for the College football team or basketball team, which meets regularly for matches against other schools and colleges. A College running club and gym membership scheme was introduced for the academic year from 2017-2018 and continues. We are striving to see a rise in female participation in sport, and have introduced pilates which is proving popular with Year 11 girls.

All students must also attend PSHE classes each week, referred to in the **PSHE Policy**. The purpose of these classes, enriched and assisted through subjects or on occasion by outside speakers and assemblies is to cover personal and social educational topics such as citizenship, British values, prevent and radicalisation, health issues, the economy, drugs and sex (sexual health, contraception and relationships) and introduce the students to wider topics not covered by the national curriculum. It has the aim of preparing students for a successful life after school. The College has ensured that Relationships and Sex Education, a mandatory part of the PSHE/RSE curriculum, forms a distinct unit of the programme for students.

PSHE, including Radicalisation and Fundamental British Values

There are separate **PSHE** and **Promoting Fundamental British Values Policies**. The core aspects of PSHE are covered not only through the dedicated timetabled lessons but also through a cross-curricular approach and through Assemblies and Form Periods that immediately follow Assembly.

Two year A-level programme

All A Levels are 'linear'. This means that all exams which count towards the final grade will need to be taken in the final year of study. This differs from the preceding system in that the AS exams at the end of the Lower Sixth counted towards the final A Level grade. Students will also not be able to re-sit individual papers in an attempt to improve their overall grade. Re-sitting will therefore involve redoing all the exams, with previous scores eliminated.

During the transition to a reformed syllabus, the College used the opportunity to review the approach towards A Level study. The then Director of Studies conducted a wide ranging investigation which evaluated a variety of approaches to A Level reform, including those being integrated by Independent, Grammar and Comprehensive schools. Ensuring that the core values of EIC were adhered to was most important in the decision.

Central to EIC's ethos is its commitment in flexibility towards designing a bespoke academic programme around the individual student's best interests. Students may choose to study any number and combination of subjects in an environment where they will receive excellent tuition and support. The curriculum changes will not affect our capacity to give students the opportunity of studying the courses that they want and that help them achieve their full potential, and every effort is made to ensure the timetable accommodates such requests, even where a student joins the College mid-way through his or her A-Levels and has started with another examination board.

In keeping with many schools in the independent sector, we decided that we will be continuing with the 3 (in year 12)/3 (in year 13) model as standard, with 4/3 where ability dictates this choice. Most two-year A Level students will study three subjects during their first year, though some will study four. Depending on performance and, in consultation with subject teachers and form tutors, the student may end their studies

in one subject. Students would ordinarily continue with three full A Levels to the second year, but an opportunity exists for the most able to complete four full A Levels.

Students have the option to sit external AS examinations at the end of the lower-sixth year, but this is not recommended. With the positive result of increasing teaching time, while throwing a greater focus on the progress of year 12 students, the timetable is changed for the final half term, with year 12 students sitting end of year exams in their subjects. The results determine the programme of subjects for students in year 13, help with guidance for UCAS predictions and targets for the end of A Level and whether adjustments to the programme of learning need to be made. Appraisal meetings are held with all year 12 students in the final week of term.

One of the underlying principles of the EIC A-level system is to ensure that students demonstrate academic breadth at sixth form level. EIC offers a wide variety of A Level courses and tries not to impose restrictions on possible subject combinations. This may provide difficulty for timetabling, but, simultaneously, it maximises student choice.

Occasionally, it is possible to admit a student to complete an 18 month A-level course. This usually entails the student commencing in the January of Year 12. Private tuition is given to ensure that work is covered that was missed in the first term (September to December).

The subjects available at A-level are:

Art, Biology, Business Studies, Chemistry, Computer Science, Economics, English Literature, French, Further Mathematics, Geography, History, Mathematics, Photography, Physics, Psychology, Sociology and Spanish.

Our policy is to offer students individually-tailored subject combinations that reflect their interests and academic strengths and leave them well placed to pursue their academic aspirations in the future. Detailed guidance is provided by the Principal and members of the SMT regarding possible subject choices in advance of any decisions taken; there is some scope for students to change subjects once the courses are underway if one of their original choices proves unsuitable. Such changes of course are made possible by the availability of individual tuition or catch up lessons throughout the year to enable students to catch up on work missed and by a re-timetable of the College in January.

All sixth-form students are timetabled from 12.10-1.10 (Yr 12) or 2.10-3.10 (Yr 13) on Wednesday, the designated timetabled lesson for Assembly and Tutor Period. Yr 12 and Yr 13 students also have PSHE sessions following assembly, explained further in the PSHE policy.

Currently, our policy for the Year 13 curriculum is that programmes should be shaped by the results that students achieve in their end of Year 12 examinations, whether those examinations were taken at EIC or as AS Levels at another school. Some students are not permitted to return to the College for a second year of A-level study or only permitted to return to retake Year 12 if their scores in the end of year 12 examinations are especially poor.

One-year A level programme

These courses cover the complete AS and A2 specification between September and June. Our one-year courses cater for students coming from a wider variety of prior educational backgrounds, achievements and even ages than any of the other courses that EIC runs.

The nature of the course takes two possible routes. The one year programme can be covered by a student following the AS and the A2 courses in parallel, or by following one of the programmes mentioned with supplementary one-to-one tuition.

General

One of the key features of EIC's academic provision is that we tailor each student's programme to meet their specific needs. Every effort is made during the interview to identify the student's strengths and weaknesses and determine the most appropriate academic programme for their particular needs by means of detailed discussion with the Principal and usually another senior member of staff. At interview, careful guidance is given on the combination of subjects an individual student finally chooses to take. We try to identify the student's intellectual interests, academic strengths and weaknesses and, looking to the future, assist them in fulfilling their academic and employment aspirations.

A written summary of the advice is provided in a follow-up letter.

For all year groups, the College seeks to ensure that the subject matter taught is appropriate for the ages and aptitudes of the students. Opportunities exist for all to acquire and develop skills in speaking and listening, literacy and numeracy. The principal language of instruction is English except in some Modern Language lessons where the target language is used as appropriate. For more information on the variety of methods aimed at achieving this, please consult the **Teaching and Learning Policy**.

EIC's average group size of eight allows plenty of scope for one-to-one attention and for tasks to be matched to the needs of the individual giving all students the opportunity to learn and progress.

There are a significant number of students with diagnosed dyslexia, dyspraxia and similar conditions. See the **SEND policy** for further details on this.

In all cases, where a student is identified as having special needs as assessed by the SENDCO, in consultation with the Access Arrangements assessor, the SENDCO will produce an Academic Support Plan (ASP) in conjunction with others which is then disseminated to the student's subject tutors and form tutor. Academic Support Plans detail the precise nature of the educational need and how it can be met. For more information on this area, please consult the **SEND Provision Policy**, and in particular, Appendix 1.

Overseas students who have not yet attained an IELTS score of 6.5 (or equivalent) are required to have additional English lessons alongside those for their academic subjects. For further information on this, please consult the **English as an Additional Language (EAL) Policy**. EAL support can also be arranged for students where required or requested.

Many of our GCSE students progress into the sixth form at the College. Open evenings are held for these students at which they and their parents can meet Heads of Department to discuss the course content, the teaching approach and the mode of assessment associated with the various subjects on offer.

Examinations and Coursework/NEA/Practical Endorsements/Controlled Assessment Guidance

Coursework Guidelines

It is the College's intention to issue a set of guidelines which are clear and unambiguous, to ensure that coursework is completed efficiently and effectively.

Objectives

To ensure that deadlines are clear, agreed, realistic, published and shared.

To ensure that procedures are clear and published.

The workload, of staff and students, is a primary consideration and catered for in the planning of coursework.

All staff follow the same procedure with all students. Exceptions (which there will have to be) are sanctioned by the Head of Department in consultation with the Principal.

Implementation

The procedures detailed below for setting and managing coursework should be followed:

Ensure that students are fully aware of the coursework requirements, e.g. by giving them the syllabus and marking criteria. Examples of good, average and below average work from previous years could be available in class (but not to be taken away). Use some exemplar material from the board to show the national range and increase student confidence.

Ensure students are fully aware of the coursework deadlines and the related procedures. These will be made available on the website. Produce written copies for each student to sign and publicise on the College's website.

Ensure students are working at an adequate pace to complete the coursework in time.

Have interim deadlines throughout the coursework period and ensure students are at a certain point by each of these deadlines e.g. once half the time allotted has elapsed, they should be half way through their coursework.

Ensure all students are treated equitably.

Ensure all teachers within a subject follow the same procedure for giving help and advice. Ensure deadlines are firmly adhered to (although no problem if they finish early!). This will be the responsibility of the Head of Department to ensure that this happens.

Help the students manage their workload.

Adhere to all deadlines. Help the students to maximise their potential. Remind students of relative value of coursework versus examination work and to balance these in proportion.

The coursework marks awarded by the centre will be made available to the students on request.

Coursework deadlines

Deadlines are deadlines.

The date of the deadline is published to the students/parents and made public using the College's website. The deadline does not change.

There are very few acceptable excuses for not handing the coursework in on time, and no retrospective excuses will be allowed. There is no reason why any student should leave it to the last minute, so illness or delay on the day is simply not an acceptable excuse.

Applying these rules consistently will cause the least aggravation and will be fair for everyone.

Coursework should only be submitted to the subject teacher.

Other suggestions

Homework (where used for coursework) should clearly say so.

Have a signing in sheet for coursework to avoid any dispute.

Students should be advised to keep a copy of their coursework.

Appeals procedure

There is an internal appeals procedure if a student wishes to appeal against the internal assessment procedure. The existence of such a procedure must be known to the students. The procedure is printed separately and should be available to all students through their Form Tutor with whom they should discuss their grievance before filling in the coursework appeals form (appendix 1). The completed form will then be handed in to the Principal.

Staff and students must familiarise themselves with the Appeals Procedure for Internal Assessments and the requirements of the examining board regarding coursework marks contained therein.

Submission of Coursework Marks to the Exams Officer

OPTEMS sheets are rare now, and marks are submitted electronically in most cases. These should be completed in consultation with the Exams Officer in good time for submission to the Board. In most cases, this can be done online. In addition, it is important that all forms and mark sheets that are submitted to the Moderator are photocopied, along with the coursework scripts themselves. It is also recommended that the subject teacher keep a copy. A coursework plan can be seen in Appendix 3.

Procedure for Coursework Appeals

If at any stage during their exam courses students have concerns about the procedures used in assessing internally marked work for public exams (e.g. coursework / portfolio / projects), then they must initially

discuss this with the teacher concerned, and/or the relevant Head of Department. Hopefully this will resolve the issue.

If the matter is not resolved then they should see the Examinations Officer and the Principal as soon as possible to discuss whether a formal appeal could be made. Any appeal is very much a last resort, and a request for an appeal will not be accepted unless these other avenues have first been explored. It is expected that appeals will be extremely rare.

An appeal would be very weak if the student has not kept to the agreed deadlines (unless this is what the appeal is about), or they have not tried to sort it out within a fortnight of the problem arising. Students may appeal against the mark that has been awarded, with the work likely to be assessed by an independent assessor.

Ealing Independent College is committed to ensuring that:

Internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills;

Assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification;

The consistency of internal assessment is secured through internal standardisation;

Staff responsible for standardisation have been properly trained;

The College will comply fully with the Joint Council guidelines.

Appeals may be made regarding the procedures used in internal assessment against the actual marks or grades submitted by the College for moderation by the Awarding Body.

A pupil or parent wishing to appeal against the procedures used in internal assessments should contact the Examinations Officer as soon as possible to discuss the appeal, and a written appeal must be received within two weeks of the final deadline date published by the Department in question. Where the deadline is the final day of the Spring term, then the appeal must be received within seven days of the final deadline.

On receipt of a written appeal, an enquiry into the internal assessment will be conducted by the Principal or the Examinations' Officer and one other Head of Department not involved with the internal assessment decision.

This enquiry will consider whether the procedures used in the internal assessment conformed to the published requirements of the Awarding Body.

The College would encourage the candidate to be supported by a parent, guardian, or friend in the presentation of their case. The appeal decision will be recorded and filed.

The candidate will be informed in writing of the outcome of the appeal, including details of any relevant communication with the Awarding Body and of any steps taken further to protect the interests of the candidate(s).

Coursework Monitoring Policy

In order to effectively manage Coursework across the whole curriculum the Principal will carry out the following:

Require all teachers who carry out coursework to inform the Examinations Officer of the expected start and finish dates and the names of the students doing the coursework.

Monitor the progress of students in completing their coursework and will keep parents informed.

The teacher carrying out the coursework will be expected to keep a weekly record of the students' progress, which will finally be reported as a set of attainment and effort grades in the progress reports.

Controlled Assessment

The NEA still forms a substantial part of the overall grade in A Level Computer Science, English Literature, History, Geography, Photography and Art. In terms of GCSE, with new specifications having come into being, these aspects are less prevalent. The Practical Endorsement remains in English Language.

Staff Responsibilities – Controlled Assessment and Coursework

Principal

Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable to spread them throughout the academic years of key stage 4).

Map overall resource management requirements for the year. As part of this resolve:

- o Clashes/ problems over the timing or operation of controlled assessments.
- o Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- o Ensure that all staff involved have a calendar of events
- o Create, publish and update an internal appeals policy for controlled assessments.

Heads of department/faculty

Decide on the awarding body and specification for a particular qualification.

As courses are now 'linear' and all controlled assessments must be submitted towards the end of the 2nd year.

Ensure that tasks, and examination board administration documents are completed in good time.

Standardise internally the marking of all teachers involved in assessing an internally assessed component.

Ensure that individual teachers understand their responsibilities with regard to controlled assessment.

Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.

Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teaching staff

Understand and comply with the general guidelines contained in the JCQ publication

Instructions for conducting controlled assessments

Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.

Supply to the exams office details of all unit codes for controlled assessments.

Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.

Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.

Ensure that students and supervising teachers sign authentication forms on completion of an assessment. Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.

Retain candidates' work securely between assessment sessions (if more than one).

Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

Ask the Vice Principal/Special Educational Needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements. This should include students who are permitted extra time in completing the controlled assessment.

Exams Officer

Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.

Enter students' 'cash-in' codes for the terminal exam series at GCSE and A-level.

Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in digital or hard copy format.

Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.

On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team. This will include ensuring the IT access during controlled assessment does not allow for plagiarism/breach of controlled assessment rules laid out by the exam boards.

Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

Use of Bilingual Dictionaries in Public Examinations

At the start of an academic year a student whose main language is not English should complete the appropriate form in order that the request to use a bilingual dictionary in public examinations can be considered.

When a student requests the use of a bilingual dictionary in examinations the College will purchase two copies of the bilingual dictionary at the start of the academic year in which the request is being made. One copy will be kept by the student for use in lessons/tests and the Study Room. The second copy will be kept secure in the examinations' cupboard and will be issued to the student at the start of each examination for which the dictionary use is permitted.

Extra-Curricular

Our extra-curricular programme is of vital importance and we seek to ensure that it grows in breadth and depth as far as is possible. In terms of sport, the College is strongest in football, winning the Independent Colleges League – West London Championship in 2015-2016 and 2016-2017. These were enhanced further from September 2018 with running, metaphysics society and a gym class. A weekly Medical Science Society runs with large participation across year groups.

The last two years have seen the creation of a Debating Society, while three students gained recognition in a creative writing competition to write a short story in accordance with the theme "Spine Chillers". National recognition was also gained in the way of prizes for three students who participated in the National Cipher Challenge, run by the University of Nottingham, and students have also enjoyed opportunities to attend lectures, delivered by experts in the field of Sociology or Mathematics.

Educational visits and trips are also an integral part of EIC's extra-curricular provision. In the last few academic years, students have attended visits to the Concentration Camps of Auschwitz in Poland, the Houses of Parliament and several Art Galleries in London. The summer of 2017 saw 5 College students embark on a month-long expedition to China, where sightseeing and immersion into Chinese culture was blended with volunteering and trekking. Three students attended the MITMUN conference in Boston, USA in February 2018 and this link was continued in 2019 when 4 students made up the only British delegation at the conference. 2 students attended in 2020, and following the postponement of the competition due to Covid, it returned in 2022, and the College took 5 students, its biggest delegation yet.

The College is dedicated to promoting student voice, and values the Student Council (which represents all years) and the Student Leadership Team (Year 13 only) immensely. With representation on the council from all key stages, and as well as informing the Senior Management Team on student issues around the College, they form an important part of the interviewing process for new staff.

Extra-curricular provision is regularly reviewed and student consultation is valued in the process. Where practical and possible, the College tries to provide for the wishes of students.

Extra-curricular activities take in a dedicated Wednesday afternoon slot, or out with that if necessary. All students are encouraged to take part, with year 11 students supplementing their PSHE sessions and Physical Education sessions with choices.

Student Induction

In order to prepare students for academic life at the College, a focused induction programme has been embedded prior to the start of teaching. International students will be supported during their transition and integration, while all other students will follow an academic induction for one day before teaching commences. Over a number of sessions, students will be given practical advice and guidance concerning the following areas:

- Rights and responsibilities at the College – the student contract
- Essential kit for academic success
- Rewards and Sanctions at the College
- Key dates for the year ahead
- What should I do if...?
- Who's who at the College?
- How to find the right balance between study and social life
- Study skills – learning effectively
- Cognitive Abilities Testing to set targets
- Making the most of your time at the College – extra-curricular opportunities

Appendix 1: Coursework Appeals Procedure Form

APPEALS PROCEDURE FORM
for internally assessed coursework / controlled conditions tasks

Student name:

Date:

Subject:

Tutor:

Personal Tutor:

(responsible for piece of coursework in question)

Nature of GRIEVANCE:

Student signature:

This form should be submitted to the Principal.

Appendix 2

Coursework Itinerary - Example Subject: Geology

Percentage of GCSE grade	30%
Number of pieces of coursework required	2
Piece 1 – marked out of – and worth - %	Out of 40 – worth 20%
Piece 2 – marked out of – and worth - %	Out of 20 – worth 10%
Amount of time to spend on Piece 1	5 hours of lesson time plus between 5 and 10 hours outside lessons
Approximate length	10 typed sides of A4 and 2-3 annotated diagrams and 2 charts. (or 5,000 w)
Date set	12th September
Deadline – Draft Appraisal 1	17th November
Deadline – Draft Appraisal 2	In early March- to be confirmed when handed out
Deadline – Deadline for completion	Final Date for submission