

## Academic Handbook

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BRADFIELD COLLEGE

# Academic Handbook

2022-2023

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## Curriculum Overview

Central to what we do at Bradfield is the College's *Attitude to Learning* curriculum.

### Attitude to Learning



Our regular grading will **not compare you with anyone else**. It will reflect progress in **your learning** relative to **your skills**.

We aim to develop an approach to academic study that supports the highest level of attainment, fosters a genuine love of learning but equally hones a mindset and set of skills fit for the wider world beyond Bradfield. Our curriculum transcends traditional academic departments, informing our programme of societies, our Divisions scheme of work, music, drama and sport: are all seen as vital in producing a healthy and intellectually stimulated pupil.

Meeting individual needs is equally a staple of the Bradfield curriculum. The College is fortunate to have an excellent Support and Study Skills Department and a pastoral care system of which it is justifiably proud. Thus, whilst the majority of pupils follow the mainstream curriculum, the College is flexible enough to provide tailored programmes in certain cases.

### Faulkner's (National Curriculum Year 9)

The notion of learning for learning's sake is at the heart of the work done in the Faulkner's year. Learning the course content is not the goal in itself, but instead the vehicle with which we introduce and expose the key learning and study skills. This skills-based approach is integral to the year's programme where pupils are given maximum exposure to:

- a variety of learning and revision skills
- ideas and applications in context
- both classical and modern languages
- a holistic view of science with the emphasis on experimental work
- digital competency
- opportunity for artistic and creative expression
- personal fitness and healthy lifestyle education

At Bradfield we see literacy and numeracy as central to our pupils' academic success, underpinning so much of what happens in the classroom, and so in their first year at the College Mathematics and English are afforded 7 and 6 periods per cycle respectively, with the emphasis on the fundamental concepts and each subject's application.

One of the most notable aspects of the Faulkner's curriculum is the development of Divisions. This is a special type of teaching programme, tailored to explore historical, philosophical, artistic and political concerns, and raises pupils' awareness in a number of spiritual, moral, social and cultural aspects. Divisions is a more holistic form of the humanities, classics and social sciences and is delivered by teachers with a real passion in a certain area. History, Geography, and Religious Studies are, however, taught as discrete subjects at GCSE.

Part of the role of the Faulkner's curriculum is to give pupils a breadth of experience in advance of choices at the GCSE stage. Allied to this is the need to allow for the pupils physical and moral development, something the College does through its Wellbeing, PE and Sport provision. Again, it is important not to see any of these aspects of College life as discrete. They are all crucial to the overall development of the Bradfield pupil.

At the beginning of the academic year, Faulkner's pupils sit an aptitude test (MidYIS) provided by the Centre for Evaluation and Monitoring at Durham University. The results of this test provide a nationally standardized learner profile for each pupil. This information is held by the College and is useful for informing differentiation, GCSE subject choices and aspirational academic targets.

### **GCSE - Shell and Fifth Form (National Curriculum Years 10 and 11)**

In order to create a sensible and practical programme for GCSE, it is necessary for each pupil's academic programme to be narrowed for the second and third years in the College. There are simply too many subjects studied in Faulkner's for them all to be carried through to GCSE.

At Bradfield pupils take GCSE in English Language and Literature, Mathematics, all three sciences – either separately or through the Combined Science course - and at least one Modern Language. The remaining subjects are available on an optional basis.

In January parents are sent a booklet outlining the various possible choices and describing all the iGCSE and GCSE courses. Later in the term there is a Parents' Meeting with all those who teach the year group, offering an opportunity to discuss GCSE choices. The final selection must be made by the end of the Lent term, and it should involve triangulated consultation among parents, pupils and the College.

The GCSE options appear in three lists:

<b>Humanities</b>	<b>Languages</b>	<b>Aesthetics/ New subjects</b>
History	Latin	Art (Fine Art or Photography)
Geography	Greek	Music
Religious Studies	German	Design
	Spanish	Drama
	French	PE
		Computing

In most cases pupils will select at least three subjects, but no more than three of them can be from any one column, and at least one of them must be a Modern Language, (i.e. German, Spanish, or French).

Having made their choices in the Lent of the Faulkner's year a pupil's timetable for the next two years should offer experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, through both Core and optional curriculum.

In the Faulkner's year pupils are encouraged to study two foreign languages. An encouragement of the study of languages is continued at GCSE. Pupils for whom English is a second language or who have a special educational need may follow an amended Core Curriculum as their needs dictate and are given access to extra support as required as part of the curriculum provision. In discussion with their personal tutor, all pupils also attend a good number of academic enrichment events, including those as part of the Minerva Lecture programme.

All Shell pupils will embark in earnest on the Bradfield Diploma at the beginning of the Year 10 (the outward bounds section will have actually been completed in the summer of Year 9). The Diploma seeks to reward engagement and progress (not necessarily raw achievement) in all aspects of College Life - academic, cultural, physical, personal responsibility, charitable causes, the wider community, current affairs, to name but a few. The 'Diploma' will be a regular topic of conversation with tutors and housemasters/mistresses with most pupils ultimately being awarded Gold, Silver, Bronze, or Pass at the end of the Fifth Form.

The curriculum in the Fifth Form is much the same as that in the Shell. The majority of pupils complete the course in examinations in May and June of the Fifth Form. The importance of securing high grades in these examinations is obvious, not least because the average GCSE score is recognised as one of the best indicators of university performance and so is used extensively as a way of differentiating between candidates seeking access to university. It is important to recognise that it is the average GCSE score that is important: high grades in a range of subjects

can be undermined by a poor performance in a subject where a pupil (for whatever reason) works less well than he/she ought. Pupils are thus constantly reminded of the importance of making an even-handed commitment in their GCSE studies, and the College hopes that parents will endorse this message. The idea that one subject is not very important and was only taken up as a ‘filler’ in the Shell is unacceptable. Every subject that is examined is important, and the grades won should be as consistent as possible, across the whole spectrum. Particular importance is attached to high-level performance in those subjects pupils have chosen to study on the IBDP or for A Levels.

**Given the volume and nature of work in the Sixth Form, pupils must secure a minimum of 6 x Grade 6 (or equivalent) at GCSE for automatic entry onto IBDP or A level courses. Specific subjects, notably mathematics and the sciences, require Grades 9/8 and 9-7 respectively.**

These academic requirements are in place to ensure that pupils entering the Sixth Form are able to access their chosen courses and have the skills and discipline to make good progress.

### **Sixth Form (National Curriculum Years 12 - 13)**

#### **The International Baccalaureate Diploma Programme**

Pupils taking the International Baccalaureate Diploma Programme (IBDP) will study one subject from each of the six areas as laid out by the IBO; most will study 3 at higher level and 3 at standard level. IBDP pupils will also study the Theory of Knowledge (ToK), write an Extended Essay Project and partake in the Creativity, Activity, Service (CAS) component.

Subjects on offer are:

	<b>Higher Level</b>	<b>Standard Level</b>
<b>Group 1</b>	English Literature German Literature	English Language and Literature German Literature
<b>Group 2</b>	French Spanish German Latin	French Spanish German Latin Italian and Spanish <i>ab initio</i>
<b>Group 3</b>	Economics Geography History Psychology	Economics Geography History Art History

	Global Politics	Environmental Society (ESS) Global Politics	Systems &
<b>Group 4</b>	Biology	Environmental Society	Systems &
	Chemistry	Chemistry	
	Physics	Physics	
	Computer Science	Computer Science	
	Sports, Exercise and Health Science (SEHS)	Sports, Exercise and Health Science (SEHS)	
	Design		
<b>Group 5</b>	Mathematics	Mathematics	
	(Analysis and Applications)	(Analysis and Applications)	
<b>Group 6</b>	Art	Art	
	Film	Film	
	Music	Music	

*Or a 2<sup>nd</sup> subject from groups 2, 3 or 4*      *Or a 2<sup>nd</sup> subject from groups 2, 3 or 4*

## A level

Those who have opted to study A-levels will choose three subjects (or four if studying Further Mathematics). All A-level pupils will also complete the Extended Project Qualification (EPQ). In support of this they are allocated an EPQ supervisor (who will not necessarily be a subject specialist) with whom they will formally meet once a week. A list of A level subjects can be found here:

Art	Film	Photography
Biology	French	Physical Education
Business	Geography	Physics
Chemistry	Greek	Politics
Computing	History	Spanish
Design	History of Art	Theatre Studies
Economics	Latin	
English Language	Mathematics	
English Literature	Further Mathematics	
Religious Studies	Music	



*(This list is accurate at the time of publication, however, the College reserves the right to change the subjects offered at the beginning of any academic year in light of demand and staffing resources)*

Pupils initially have a free choice of subjects from this table. However, once the timetable has been constructed during the Summer term, any changes in pupils' options have to fit in with the arrangements that have been made for teaching the different subjects.

## **Sixth Form**

Housemasters and Housemistresses co-ordinate advice on subject choices and work closely with parents, Tutors, Bradfield Horizons and Heads of Department, whilst bearing in mind that the pupils must finally make the choices themselves.

The whole exercise can be a bewildering one, but its importance is such that careful decisions eventually pay dividends. The College produces a booklet on the Sixth Form curriculum that details the various courses on offer. Additionally, Fifth Form pupils are expected to take a psychometric test known as Preview which results in a report. This report sets out a personality and aptitude profile which is matched to careers suggestions and, where appropriate, Sixth Form subject recommendations.

At the beginning of the academic year for the Lower Sixth cohort, all pupils sit an aptitude test similar to the MidYIS test sat in Year 9. The test is called ALIS+ and is useful for monitoring and tracking purposes.

Pupils applying to Oxford, Cambridge, one of the Russell Group universities, or for highly competitive subjects such as Economics, Medicine, Law, or Veterinary Science should be particularly careful in choosing their Sixth Form courses; they should be encouraged to check their proposed combination of subjects with the Bradfield Horizons team.

All pupils will attend Sixth Form Athena lectures as part of the curriculum.

All pupils are actively encouraged to take full advantage of our programme of academic clubs, societies and lectures. Pupils considering making an application to Oxbridge will work closely with an academic subject mentor, beginning as early as the Michaelmas Term of the Lower Sixth. However, subject matter appropriate for all abilities is provided through departmental schemes of work.

## **Other key features of our curriculum**

Pupils who require support through the College's SSSD provision will be provided with an Individual Learning Plan, which ensures that the College is looking after their needs most efficiently. (More information is found in the Study Skills and Support Department section of this handbook.)

Wellbeing in the Sixth Form is provided through timetabled lessons (LVI) and via House system and is complimented by a lecture programme for parents that addresses a range of issues in this area.

Bradfield Horizons provides advice and guidance on everything from university applications – UK and overseas – to traineeships and apprenticeships. Parents are provided with a comprehensive information pack in the Spring of the Lower Sixth.

## Approach and Management of Academic Work

At all stages, pupils are expected to work to the very best of their ability, and this will often require considerable self-discipline. There are several aspects involved here. Clearly, pupils must complete preps and other written work on time, neatly and thoroughly, but they are also expected to concentrate in class and not distract others with poor behaviour, talking, deliberately irrelevant questions or comments. They are expected to arrive at lessons on time, to bring all the necessary books and other equipment such as pens, file paper, a calculator for some subjects, charger for any IT equipment and to begin work promptly. Written work must be neat, with proper headings, underlinings, perhaps with spaces between paragraphs to make it more readable to both pupil and teacher. All these points and more, require an effort on the pupil's part but are essential if they are to make good progress.

### Prep

In all academic subjects pupils will be set regular prep work. Teachers will set all prep using the College's information platform, FireFly. Details of the work to be done are pushed out instantaneously to pupils and accessed through their mobile device.

In the Sixth Form work will often be set on a weekly basis, and some work, such as extended essays, will be to even longer deadlines, such as half a term, and in all cases it is very important that pupils plan their work well in advance, so as not to get behind. Just because a piece of work does not have to be submitted for a week does not mean it should be left for six days before starting. A week was given because the work should take a week to complete, so pupils **MUST** start it as soon as it is set, to gauge how long it will really take.

Evening Private Study time in the boarding houses is one and a half hours long although in the Sixth Form this will rarely be sufficient to complete the work given. As such, pupils are expected to find other time for Private Study during the day.

### Private Study

There should be a very clear distinction between the term **Prep** and **Private Study**. The former refers to the work set, whilst the latter is time when it might be possible to complete it. Formal 'Private Study' periods will sometimes appear in a pupil's timetable. There are a number of other private study opportunities and pupils are advised to spread their work evenly throughout each day. Of course, there is time available during the evenings but equally pupils are encouraged to make use of any free time that they might have either side of their Co-Curricular activities. When at home for the weekend, pupils in the Fifth Form and above should always have work to do.

Keeping up with work obligations will require planning ahead. This applies especially when coursework has to be fitted in alongside regular prep. Pupils will discuss their work commitments and upcoming deadlines with their tutor. However, a plan is no good unless it is stuck to, and that is eventually their choice. There will be many competing demands on pupils' time; sport, societies, music or drama rehearsals, socialising, and all must be balanced. In the end though, academic work **must** come first, but **not** to the exclusion of everything else, just properly balanced.

## Supervised Study lessons

All Lower School (Shell and Fifth Form) pupils have Supervised Study (SS) lessons built into their weekly timetable. The rules which apply to such lessons are as follows:

- It is the pupil's responsibility to bring work to the lesson.
- If all work is finished in the lesson, pupils may read but the reading material will be monitored by the teacher.
- Pupils may **not** listen to music in SS lessons.
- All SS lessons must be taken in the classroom printed on the timetable. Pupils must not try to excuse themselves to work in other parts of the school. Pupils are encouraged to take laptops with them into the lesson, but only for work purposes.

Sixth Form pupils are expected to work in designated study spaces whenever they do not have a timetabled lesson. These spaces are identified by the Senior Master and Head of Sixth Form and are regularly monitored to ensure pupils are working appropriately. Some UVI pupils can apply to their HsM for permission to work independently in House.

## Assessment and Reporting Academic Progress

### Academic Assessment

Pupils will be assessed throughout the year in each of their subjects. This may take the form of end-of-topic tests, presentations, extended essays, project work, recitals, design pieces, etc. Work completed as prep will also make up part of this on-going assessment. Almost on a daily basis staff will make 'Reward and Conduct' entries for pupils, logging on a central database any merits awarded, late prep or prep not handed in, low-level disruption, lack of equipment, etc. This information is regularly reviewed by departments, houses, tutors and the Academic Office.

### Year Group Examinations

Year Group	Month	Comment
9	June	End of Year Exams. Summative assessment of progress. Results used for setting in Science and Maths.
10	February	Shell 'Mid Terms'. Formal assessment of pupils' progress on GCSE courses.
11	November	Fifth Form Trial Exams. Results inform intervention and differentiation for all pupils ahead of their summer GCSE exams.
12	April	LVI Trial Exams. In part, results used to inform UCAS predicted grades.
13	January	UVI Trial Exams. Final formal assessment of pupils' progress ahead of IBDP or A level exams in the summer.

### Parents' Meetings

Year Group	Month	Focus of pre-meeting presentation
9	October	Further detail on Bradfield's academic curriculum
	February	Making GCSE subject choices
10	March	The wider curriculum – the Bradfield Diploma and Bradfield Horizon's employability skills programme
11	January	Reflecting on Trial Exams & Making Sixth Form subject choices
	January	Presentations <b>in departments</b>
12	October	Sixth Form curriculum (academic and non-academic)
	May	Applying to university – UK and overseas
13	February	A reiteration of the importance of Current Attainment grades over UCAS offers

## Interim Reports

Interim Reports are published every 5 to 6 weeks (except when pupils are on public examination study leave). Parents access these reports via the Parental Portal; for pupils they are published directly onto FireFly. The reports are dynamic and allow the viewer to see progress over time.

Using the scale below, Interim Reports will give an indication a pupil's effort and application in each subject as well as their current level of attainment (CA).

Effort	
5	Excellent
4	Very Good
3	Satisfactory
2	Poor
1	Unacceptable

*Further details on effort grades for teaching staff can be found on the relevant Firefly pages.*

Alongside Effort and Current Attainment Grades, each subject will provide a succinct, forward-looking recommendation as to how further progress might be made.

Following each year group's Trial Examinations, Current Attainment is replaced with Trial Exam Grades. A Parents' Meeting will follow 2 or 3 after these grades are published.

Crucially, each Interim Report will contain a **Pupil Self-Evaluation**. Here, pupils will work with their tutors to critically reflect on their recent progress and the advice from teachers through their recommendations. As much as academic targets will likely be set, this self-evaluation will importantly touch on other aspects of College life outside of the academic sphere – progress in the Bradfield Diploma, UCAS applications, music and sport, involvement with house and College plays, etc.

Each reporting session, the tutor will provide a detailed comment on the pupil. This will stress the most important points coming through from departments and it is equally an opportunity to celebrate any highlights over the past month or two.

## End of Term Reports

At the end of term, each pupil will receive a report from their Housemaster/mistress. Where applicable, pupils will also receive reports from their instrumental music teacher(s), SSSD tutor and EPQ supervisors.

## **Fostering Academic Ambition**

### **Merits**

A 'merit' is the most versatile and immediate of all Bradfield's formal awards. Merits may be awarded for excellent academic work or a positive attitude to learning. Work which attracts a merit will be celebrated in the classroom and in the boarding house. Merits may be awarded to pupils in any year group within the school. Informal 'Merit prizes' might well be given in House. Merits will be recorded on the College's data management system so that Housemasters/mistresses, tutors, Heads of Department, and the Deputy Head (Academic) can view them easily.

### **Academic Commendations**

This award is used for significant academic achievement. The pupil concerned will receive a certificate, awarded by the Headmaster, and will be mentioned by the tutor in the next Interim Report.

### **Attitude to Learning Certificate**

Attitude to Learning certificates are awarded to pupils whose effort and application in the classroom has been exemplary. Where a certificate has been awarded, a star will appear next to that subject's name in the Interim Report.

### **Academic prizes**

Prizes for academic excellence are awarded at the end of the academic year. Pupils are nominated in individual subjects on the basis of outstanding academic achievement. Equally, prizes are also awarded for academic endeavour to pupils who have not necessarily achieved academic excellence but have worked tirelessly and diligently in an effort to achieve the very best that they can. Prizes are awarded at the termly Commendation Assemblies and/or Commemoration.

### **Academic concerns**

#### **Late or poor work**

Late or poor work is not acceptable and will be reported to the pupil's Housemaster/mistress (HsM) via the data management system. It will also be reflected in Interim Reports. It is likely that the pupil will be asked to redo the work to a standard that reflects their ability should it fall short at the first attempt.

### **Academic Report Book**

If a pupil is performing poorly in a number of subjects, the HsM or the Deputy Head (Academic) may choose to place them on Academic Report Book for a period of time. Each teacher will write a brief comment in the book about work/prep/ attitude/behaviour during the lesson. The pupil will then have to show their book to their HsM or duty tutor each evening for a comment on how the pupil has applied themselves during prep. At the end of each week both pupil and tutor are expected to write a critical reflection that identifies targets for the next seven days.

## Pupil Performance Review

Lower School pupils whose effort and application is of concern may be placed on Pupil Performance Review (PPR) by the Deputy Head (Academic). A pupil will meet with the Director of Teaching and Learning to review their work, ensuring it meets the College's standards. The Academic Office will also review the College's data management system for any 'merits' or 'no preps'; pupils may have to re-do work and activities may be missed. Furthermore, pupils will have to attend a study skills session once a week for the duration of PPR (approx. 3 weeks).

## Plagiarism (copying)

Plagiarism is the use of someone else's work without acknowledging its origin, or claiming it, directly or indirectly, to be the pupil's own. This can be as simple as copying someone's prep, or it may be more extensive. In all cases it is **dishonest** and **unacceptable**. Whether copying work or knowingly allowing work to be copied, in both cases both parties are equally responsible for the deceit.

The plagiaristic use of material in prep or coursework, also involves **forgery** and will be punished using appropriate measures. In certain cases plagiarism may be construed as the *theft* of intellectual property and where it is deemed that such theft has happened, the pupil involved will be dealt with accordingly.

**Plagiarism of coursework for public examinations will be reported to the exam board and may result in a pupil being disqualified from one or more subjects, at the discretion of the board.**

## Detentions

Detention takes priority over all other activities and only in exceptional circumstances, if agreed with the HsM, Second Master or the Headmaster, will a detention be postponed. Pupils must make their case for postponement *in advance*. A record is kept of all pupils placed in detentions.

Pupils failing to attend a College Detention without good reason will be *gated*.

The **"College"** detention may be used when pupils are in serious trouble with their work in any subject. Use of this measure is appropriate for members of the Sixth Form who do not complete their weekly work assignments and for Lower School pupils who are behind with coursework.

The **"Headmaster's"** detention is to be used when a pupil wilfully misses a lesson in any subject, including being ejected from class, or oversleeping. It may be used in cases of very serious classroom indiscipline, after discussion with the pupil's HsM.



## Further sanctions

### Gating

Occasionally, if a pupil's academic performance or general behaviour is very poor, the pupil's HsM may decide that general freedom within school needs to be limited. When "Gated" a pupil is required to present a card for signing to a member of the SCR at specified times between 7.30 am and 10.00 pm, Mondays to Saturdays. Other restrictions also apply and are described on the Gating Card. In particular, a gated pupil may not attend Blundell's. If a pupil presents the card late, it will not be signed but endorsed "LATE". Cards should be presented **at the given times** in lessons, not merely at the start or end.

The **College gating card** places more severe restrictions upon a pupil than that issued by a Housemaster/mistress.

### Suspension and Academic Probation

Very occasionally a pupil will be suspended for persistent academic indiscipline. Following a 48-hour suspension, the Headmaster will explain to both the pupil and their parents that the College will expect to see a significant change of heart in his or her approach to work. The pupil may then return to school on the understanding that continuing to manifestly underperform on the academic front could result in the pupil forfeiting their place in the College.

## Revision and Study Skills

The teaching of revision strategies and study skills is something that is embedded across the whole of our curriculum and is seen as the responsibility of all teachers and pupils. The development and inculcation of these skills is just as important as the teaching of any syllabus material. Lesson time in all subjects is set aside to introduce a number of techniques, some of which will be more appropriate than others depending on the pupil's learning style. All departments work very closely with the Support and Study Skills Department.

A common misconception, certainly amongst Lower school pupils, is that revisions means 'reading class notes'. This as a stand-alone activity will produce limited results. Pupils are encouraged to engage in activities that challenge them to manipulate and apply the information that they have been given. This will include reducing class notes to trigger words; writing an explanation of a diagram or vice versa; producing a diagram/cartoon/or story board about a piece of text or some drier, rote material; pupils creating their own pod and video-casts; mind-mapping; past paper questions; pupils writing their own tests together with mark schemes and marking a friend's attempt at it, i.e. peer assessment. All of these are examples of *active* engagement with the material.

Myriad dynamic revision activities is all well and good but they require time. Scheduling revision is in itself a sophisticated skill and one that needs to be developed early on. It is widely appreciated that that the busiest people very often are the most successful and so pupils are encouraged, indeed expected, to maintain a full and varied Co-Curricular programme throughout an exam session or when end-of-topic tests are scheduled. The key to successful time management is to look further ahead than the next hour or the rest of the day. For example, in the Fifth Form when pupils are preparing for GCSE public examinations they should be looking to plan at least 3 weeks ahead, breaking days down into hour-long periods. Structuring the days into 60 minute sessions creates digestible 'portions' of time. Other activities aside from revision should also be scheduled. This includes, for example, hockey training, going to the gym, piano practice, checking social media, phoning parents, etc. The philosophy of this approach is that shorter periods of **quality, active revision** is better than the alternative where time is allowed to drift and a pupil is left aimlessly flicking through a textbook or revision guide.

Alongside the work done by classroom teachers, the Academic Office delivers a number of revision set pieces that explore 'active' revision, time management, managing exam anxiety, etc.

## **Public Examinations**

### **Examination Entries**

Entries for all candidates will be made before the deadlines set by the examination boards. Occasionally, it may be necessary to amend a particular entry (e.g. for a change of tier) or make a late entry following the results of an internal or external examination result. The school will enter pupils for examinations that both the Deputy Head (Academic) and the appropriate Head of Department believe are in the best interest of the candidate. This may involve discussion with the pupil or parent.

### **Examination Fees**

Entry fees for all examinations are payable by parents: late entries (those requested after the deadlines) and amendments to original entries will incur a penalty fee, which will be paid for by the parents, unless the request has come from the Head of Department.

### **Access Arrangements**

Access arrangements for public examinations may be appropriate for some pupils. These arrangements may include extra time, word processing, a scribe, a reader, a prompter or rest breaks. For a pupil to be eligible, an assessment by an Educational Psychologist must be completed after entry into secondary education. SSSD can, in consultation with parents, facilitate such an assessment. Where such arrangements are recommended and there is a history of need and provision, the Head of SSSD, in consultation with the Examinations Officer, will make an application to the relevant boards. The examination boards require that these arrangements are requested in advance of the examination series within the JCQ deadline and may need to be reviewed after two years. In principle, the college will not support an application for extra time if the pupil has not received any tuition from the department.

Word processors may be permitted where clear evidence exists that this is a pupil's normal way of working and there is evidence of need as per the JCQ regulations.

Pupils, for whom English is an additional language, are offered two levels of access arrangements. They may use a bilingual plain language dictionary (paper) in all examinations (at GCSE dictionaries are not permitted in English Language or Literature, Geography, History or Religious Studies) except those which test one of the two languages of the dictionary. In addition, if resident in the United Kingdom for less than two years with no prior knowledge of English, in rare and exceptional cases, GCSE candidates may be entitled to extra time for the examinations. A Level candidates are not eligible for extra time.

### **Special Consideration**

The College may apply for special consideration on behalf of a pupil who appears to have been disadvantaged in an examination. Valid reasons would include illness, injury, bereavement and external nuisance affecting the candidate at the time of the exam or assessment. Applications may only be made retrospectively; it is not possible to pre-empt the process by applying for special consideration before an examination. Documentary evidence is always required.

The deadline for making such an application is one week after the last paper is sat by a pupil in the subject at issue.

If a candidate has a long term illness or pastoral issue which may affect his or her performance in an examination this should be brought to the attention of the Examinations Officer, via the Housemaster/mistress, at the earliest opportunity.

## **Results**

Candidates will be notified by email that their results are available to view on the pupil portal early on the day that the examination boards publish them. Summaries are not provided in hard copy so candidates are expected to export their individual results into a PDF and store it in a personal file.

## **Post examination Results Services**

The Examination Boards offer a Post Results Service which allows access to photocopies of exam scripts, the return of original scripts, clerical checks and a review of marking. All services must be administered through the Examinations Office at Bradfield College and are only applicable to the current exam series.

Please see <http://www.bradfieldcollege.org.uk/Exam-results-enquiries> for a complete guide to the post results services available, deadlines for applications and related costs.

## **Certificates**

The examination boards normally dispatch examination certificates in November following June examinations. The certificates are then posted by Royal Mail 'Signed For' delivery. Occasionally these may be collected personally but a signature acknowledging receipt is always required.

Examination Boards cannot replace lost or damaged certificates and will always require the return of the old certificate if an amendment needs to be made following a review of marking. If a certificate is lost they will issue a certified statement of results which will show the modules taken, dates taken and the final grade awarded.

## **Re-sitting public examinations**

If a pupil is disappointed with a particular mark or grade attained, it may be possible to re-sit the subject in a subsequent examination session. This must be discussed with their Tutor, Housemaster/mistress or relevant Head of Department and approval given before an entry may be made. Fees will be charged in the same way as for the original entry.

Pupils should be aware that results for all re-sits will be shown on the Statement of Results and are visible to external agencies such as UCAS and Universities.

Candidates who have left the College may be permitted to return to re-sit one or more exams. The fee charged for the provision of this service will cover the entry fee, invigilation and administration costs. The College will not be responsible for providing transport, accommodation or meals for these candidates. Applications including details (the subject, the paper title, the examination code, examination board and qualification level) of the subject to be sat, should be made to the Examinations Officer. Candidates should be prepared to pay all entry fees in full before the entry is made.

## Examination malpractice

'Mobile Device(s)' refers to smartphones **and smartwatches**

The Examination Boards have reported increases in examination malpractice in two important areas that are of particular interest to parents; these are mobile devices and coursework. Mobile devices are not allowed into the Examination Hall. Candidates are warned of this rule at a briefing before the examination session and at the start of each examination. If candidates choose to bring mobile devices they have to leave them, turned off, in a box at the entrance to the hall. This is done at their own risk. If a candidate is found to be in possession of a mobile device during an examination, the boards insist that the College formally reports the incident. A range of penalties may be applied by the Board; a candidate can expect to be disqualified from that paper as a minimum penalty. Candidates receive much advice about the level of external help that is acceptable when completing their coursework. The internet provides such a wide range of advice, resources and solutions to many coursework problems, it can be difficult for a candidate to know what is acceptable. Plagiarism and non-attributed copying is certainly unacceptable. If a pupil is in any doubt about the appropriateness of any third-party help they receive it is most important that they declare it to their teacher who will give advice within the context of the particular specification being followed. Examination Boards will, at the very least, apply the minimum penalty - exclusion from that examination - if it is proved that a candidate has submitted work that is not completed within boundaries laid out in the specification.

## Coursework: internal appeals

Occasionally a candidate does not agree with the coursework marks awarded by a teacher. If the disagreement cannot be resolved by discussion between the teacher and candidate concerned, then the candidate may appeal to the Deputy Head (Academic) who will put into action the agreed appeals process. This will be the final stage in the normal process of considering and resolving disputes. It is expected that it will be used only in exceptional circumstances.

1. The Deputy Head (Academic) is in overall charge of managing appeals relating to internal assessments.
2. The appeal applies only to the procedures used in arriving at internal assessment decisions and does **not** apply to the judgements themselves; you cannot appeal against the mark or grade, only the procedures used.
3. If a pupil wishes to appeal about the method of his/her internal assessment marks, then the following procedures should be followed:
  - a. The appeal should be made in writing to the Deputy Head (Academic) stating the details of the complaint and the reasons for the appeal.
  - b. The appeal must be submitted before the end of the first week in May of the year in which the written examinations are taken.
4. The teacher(s) concerned in marking the assessment which is the subject of the appeal will respond to the appeal in writing to the Deputy Head (Academic); a copy will be given to the candidate.

5. If the candidate is not happy with the written response they have received, then they can request a personal hearing before an appeals panel.
  - a. The appeals panel will consist of the Deputy Head (Academic) and two of the following: the Examinations Officer; a Housemaster/mistress; the Second Master; a Member of Council.
  - b. The request for a personal hearing must be made within two days of receipt of the written reply to the initial appeal.
  - c. The candidate will be given at least two days' notice of the hearing date.
  - d. A breakdown of the marks awarded will be given to the candidate in advance of the appeal.
  - e. The candidate may bring a parent/guardian to the hearing.
  - f. The teacher(s) involved will be present at the hearing.
6. The Deputy Head (Academic) will convey the outcome of an appeal, and the reasons for that outcome, to the candidate in writing.
7. The College will maintain a written record of all appeals.
8. The College will inform the Awarding Bodies (Examining Boards) of any change to an internally assessed mark as a result of an appeal.

## **English as an Additional Language**

When they join Bradfield, pupils who are non-native speakers of English are assessed with regard to their competence in using English for Academic Purposes. The results are used diagnostically to inform the teaching of English as an Additional Language

### **Lower School**

EAL is studied to IGCSE level in place of a second Modern Foreign Language, in formal timetabled lessons. If it becomes apparent that additional tuition, on an individual basis, is needed to support what is on offer within the mainstream curriculum, the EAL Department will recommend extra lessons to a pupil's Housemaster/mistress and he/she will seek the consent of the pupil's parents as such lessons incur additional cost.

It is possible for pupils to take GCSE or IGCSE qualifications in their native tongue if an examination is available. This can be of value as it involves more than a test of competence in one's native tongue; pupils can learn valuable skills that are not developed in other subjects. Pupils must not assume that an A\* grade is a foregone conclusion; they must apply themselves fully as with any other subject.

In the long summer break, in order to prevent any deterioration in English language skills whilst pupils are on holiday in their home countries, the College recommends a range of resources for ongoing practice of English. It is most important that pupils make regular use of these in order that their competence in the language is maintained and their performance in the GCSE and IGCSE examinations is not adversely affected.

### **Sixth Form**

In the Sixth Form EAL is provided for non-native speaking A level pupils within the mainstream curriculum, for two lessons per week. The course prepares pupils for the internationally-recognised IELTS qualification which is required of non-native speakers by most British universities. Pupils take the examination in June of the Lower Sixth year or December of the Upper Sixth depending on ability and progress.

The majority of pupils following IBDP do not have formal timetabled EAL lessons but are provided with individual support as necessary from the Head of Department. A support lesson is compulsory however, for those with specific needs until a standard is met which enables optimum achievement in the Diploma programme.

Pupils are also encouraged to take A Level qualifications in their native tongue if the examination is available, as it is, for instance, in German, Chinese, and Russian. This additional qualification is often a source of valuable UCAS points when pupils come to apply for university places, and, in preparation, pupils learn valuable skills that may not be developed in other subjects.

In the summer between the Lower and Upper Sixth, in order to prevent any deterioration in English language skills whilst pupils are on holiday in their home countries, the College recommends a range of resources for pupils to continue practising their use of English. It is most important that pupils make regular use of these resources in order that their competence in the language is maintained.

## **Support and Study Skills Department (SSSD)**

The Support and Study Skills Department comprises a team of specialist staff qualified in teaching pupils with specific learning profiles. Information on a pupil's needs in advance of entry will ensure that recommendations are taken into account from the beginning of the academic year. For this reason, liaison with schools prior to entry is essential and parents should send a copy of any educational assessment (Educational Psychologist's Report or Specialist Teachers Report) to the Department before the pupil arrives.

All pupils are screened on arrival at Bradfield. The screening takes the form of standardised literacy tests in spelling, reading comprehension and free-writing, plus a numeracy test for Faulkner's pupils. Any anomalies apparent during these tests will be investigated further by the Support and Study Skills Department. Close liaison between the Department, House staff and subject departments ensures confidential communication on a pupil's progress. The information on a pupil's known specific need is made available in summary form to all teaching staff, documenting a learning profile, learning strengths and weaknesses and implications for teaching and learning.

Pupils may be recommended to receive individual support lessons on a regular basis or for a limited period. These pupils are involved in the process of setting targets with their SSSD tutors at the outset of the provision as part of an Individual Teaching Plan (ITP). Support provision is reviewed with parents and House staff, and SSSD tutors welcome discussion at Parents' Meetings. All pupils are expected to participate in the full curriculum, and individual lessons are planned around a pupil's timetable; every effort is made to ensure that commitments to particular activities, such as sports or musical ensembles, do not clash with SSSD lessons.

Where arrangements may be appropriate for public examinations, the Department facilitates an Educational Psychologist's assessment in consultation with parents. To be eligible for such arrangements, the report of a chartered Educational Psychologist must make the recommendations after entry into Year 9 secondary education as defined by the State, i.e. normally post-13 years. However, the specific regulations set by the JCQ are subject to change every year. Applications to the examination boards are made by the Head of SSSD.

Pupils who have no specific learning difficulty may also talk to the SSSD for assistance with note taking or other study skills. Subject/House staff and tutors are in regular contact with SSSD to discuss the progress of a pupil. The Department works with pupils to maximise their full academic potential recognising their particular needs for learning and welcomes communication with parents.



## Academic Facilities

### The Library

Opened in 1996, The Garrett Library provides a well-established and welcoming environment for academic study and recreational reading within the College. All pupils are members and induction sessions are arranged for all new pupils when they arrive at Bradfield.

The Library is an excellently resourced facility which strives to provide the best and most up-to-date resources to support teaching and learning, to help pupils with their studies, to broaden their knowledge and to foster their enjoyment of reading. It contains over 20,000 books and 1,000 DVDs, all of which are searchable via the online catalogue, and 60 magazines/journals. Subscriptions to online databases include JSTOR, Questia, Issues Online, Philip Allan Archives, New Scientist and The Day (plus access to the resources of the British Library and local universities). These are all available for use both in school and at home and can be accessed via the Library's Firefly page.

The Library works closely with the IT Services to provide up-to-date and reliable technology for pupils. As such there are nine computers, wireless access to the Internet throughout the Library, and a colour photocopier/printer.

The Library is always staffed during opening hours, including evenings, Saturday mornings and Sundays. The Head Librarian and two part-time library assistants are always on hand to help with research, referencing and requests.

Pupils can use the Library during the day for independent research and reading as well as a place to work and study. It is very popular for coursework research classes (particularly in the Humanities subjects) and for reading lessons. It is also available to Sixth Form pupils during evening Private Study.

Opening Hours:

**Monday to Friday**      8.15 a.m. to 6.00 p.m, and 7.00 p.m. to 9.00 p.m (Sixth Form only)

**Saturday**              8.15 a.m. to 1.00 p.m.

**Sunday**                11.00 a.m. to 4.00 p.m.

Pupils often wish to order books to purchase for themselves and this can be arranged via the Library's book ordering service. A Book Fair is held once a year in the Library in the Michaelmas Term, and we ask that you encourage your son or daughter to purchase at least one novel or work of fiction at each fair to assist us in our efforts to foster the habit of wider reading amongst our pupils. All pupils have an allowance of £25 per term to spend on books and this is added to the end of year account.

## **IT Facilities**

Bradfield is fortunate in having excellent IT facilities. All core infrastructure was overhauled in 2014/15 and continues to be upgraded annually. Each pupil has their own password-protected personal account with attached storage where they can save work and access their personal emails. We have an excellent range of professional business and educational software. The College has a dedicated fibre optic broadband connection that provides almost instantaneous access to the internet. There are over 250 computers in classrooms; all teaching rooms are equipped with either 4K interactive whiteboards or HD projectors. All pupils are expected to have their own laptop computer under the College's 'Bring Your Own Device' (BYOD) scheme.

Each boarding house is connected to the College core network via fibre optic cables with high density, high bandwidth Wi-Fi access throughout. Most Houses have their own dedicated IT rooms for pupils as well as access to the Internet and College network in all study bedrooms. All modern computers (PC or Mac) will connect to the school network and the IT Services team at Bradfield are happy to provide support and advise on hardware, software and cybersecurity.

### **Technical support**

The IT Services Office is manned throughout the working day. The team are welcoming, knowledgeable and dedicated to helping pupils resolve issues encountered with their devices as well as wider IT concerns/questions.

### **Private Tuition**

Staff are not permitted to undertake ad hoc, informal extra tuition by private arrangement for which they draw a fee. *(This only applies during College term time.)*

## Books, Calculators and Other Equipment

In the Lower School, textbooks are lent to pupils, with the exception of a few texts which become a pupil's property, and are put on the bill. Books in the Sixth Form are either charged on the bill or hired to a pupil for the duration of the course.

Books can also be purchased from the Library. The Library and teaching staff at Bradfield actively encourage pupils to develop a reading habit and we recommend that pupils purchase at least one book at the termly Book Fairs.

In the Lower School all pupils should have the following:

- 300mm ruler
- a pair of compasses
- a selection of pencils, soft and hard
- a selection of coloured pencils
- a pencil sharpener (preferably one which retains the shavings)
- an eraser
- a circular protractor up to 12cm diameter, with scales reading in both directions
- a cartridge fountain pen and/or a ball-point pen (both using black or blue ink)
- a pencil case for storing most of these items (preferably a transparent one, as opaque ones are prohibited in public exams)
- **a stout bag (waterproof with a zip closure, or equivalent) to carry equipment and books to/from class.**

All the above should be purchased **before** a pupil joins the College; replacements may be obtained during the term via Office Services.

Early on in their first term at Bradfield, all Lower School pupils will be issued with the Casio FX991EX for calculator work, personalised with their name (laser-engraved) and charged to the pupil account. (Pupils already in possession of such a calculator can elect not to be issued with one by the school). This calculator is excellent for IGCSE Mathematics.

The Casio CG-50 graphical calculator will be required for A Level and IB mathematics in Sixth Form. These can be ordered through the school at the start of the Lower Sixth.

Replacements for both types of calculator can be purchased via Office Services at school. Pupils will be directed to an order form on Firefly.

For A Level Science the Casio FX991ES calculator is certainly adequate.

All pupils are required to own their own laptop as part of the College's BYOD scheme. Currently we do not recommend any particular make/model of laptop although the following internal components are advisable:

- An i5 processor (or better)
- An 802.11 A/C Wireless network card
- A minimum of 16GB RAM
- An SSD internal hard disk
- A writable screen

We strongly recommend accidental damage insurance cover for three years – you can often buy this on-line at the same time as you buy the laptop. There are occasions when a laptop is accidentally dropped, knocked or has a drink split on it. Accidental damage cover provides peace of mind.

Additionally, all pupils will require Microsoft Office software as standard.

If necessary the College can install (free) anti-virus software, however, most vendors provide robust options for malware as standard. Please ensure the device is adequately protected.

If you have any questions or would like details of how to purchase accidental damage insurance or anti-virus software please feel free to contact [ITServices@bradfieldcollege.org.uk](mailto:ITServices@bradfieldcollege.org.uk) or call 0118 964 4744 direct.