# POLICES FROM CENTRE HANDBOOK FOR HSANNU INTERNATIONAL DIVISION

## APPENDICES:

## APPENDICES

Appendix 1      <u>STUDENT BEHAVIOUR POLICY</u>

<u>Core Values</u>

At the heart of this is a set of core values which we believe are appropriate for contributing to a successful learning environment.

As responsible and valued citizens within our community, we expect each student to pursue these values in the following ways:

- contribute to the overall effort of a group and maintain a **positive attitude**
- demonstrate **responsible** behaviour towards others, resources and the environment.
- **respect** self, while actively respecting others and demonstrating **tolerance** of differences
- **act honestly** in an academic setting and show **integrity,** holding strong to personal beliefs and ideals whilst being prepared to reflect on, and review these in light of reasoned criticism
- be **aware of global issues** and demonstrate effective interpersonal **communication** skills
- contribute to the **service** of others and demonstrate **leadership** skills
- strive for **excellence** and to be a role model to others and be the best they can be

Furthermore, as an authorised International Baccalaureate (IB) school, we expect that students will demonstrate the attributes encompassed by the IB Learner Profile. As a result, they should strive to be:

- Inquirers
- Caring
- Principled
- Risk-takers
- Communicators
- Thinkers
- Knowledgeable
- Open-minded
- Reflective
- Balanced

Expected behaviour

Students are expected to:

a) maintain the highest standards of behaviour in themselves and towards others with conduct  based on respect for other people and their property at all times
b) understand that they are responsible for their actions and that inappropriate behaviour will not be tolerated
c) abide by school and Board of Education rules and policies
d) attend school regularly, seek permission for any foreseeable absence and inform the school about any unforeseen absence such as illness
e) be prepared for class by bringing appropriate equipment and completing daily assignments etc.
f) behave in a responsible and appropriate manner during all school functions held on or off school grounds and while on school excursions they should consider themselves ambassadors for the Centre and be responsible for maintaining its good name
g) respect diversity and differences among all people
h) follow any reasonable instruction given to them by any employee of HSANNU
i) be part of a mutually supportive and collegiate community and  assist other students in their learning

When a student's behaviour is consistently below the standard expected, parents/guardians are invited to discuss the problems with the appropriate person, for example, Head of Year or Centre Principal. If behaviour fails to improve, further sanctions are applied.

Serious deviation from acceptable behaviour, such as any criminal activity, racism, sexually inappropriate or intimidating behaviour, vandalism, bullying, drug abuse, smoking, or bringing weapons, alcohol, or any other dangerous or offensive materials to The Centre could result in suspension or permanent exclusion from The Centre..

Managing Behaviour

1. The behaviour policy is based on the idea of development and mutual respect. It is understood that students are young people and will make mistakes and need correcting; this is part of their education. Students will, in line with the philosophy and objectives of The Centre and the IB learner profile, develop into adults who both respect themselves and others. The administration will therefore endeavour to correct and educate students rather than punish.
2. The role of the class teacher and the Head of Year will be to instil a sense of responsibility and respect into students and to be responsible for the day-to-day discipline of students in their care. The class teachers may use reasonable sanctions, such as detention, to correct and instruct students, but should always explain to students what is expected of them and why their behaviour merits sanctions.
3. Class teachers will liaise with the Head of Year regarding any issues concerning their students' behaviour. Ultimate responsibility for discipline and sanctions rests with the senior management.
4. Minor offences will be logged by teachers on the minor offences form and reviewed by Heads of Year.
5. Where a concern about student behaviour needs to be communicated to a parent and a record of it kept in a student's file, the Student Discipline Report form will be used.
6. If the Centre Principal believes that a student's behaviour is a significant cause for concern, parents/guardians will be invited to discuss the problems with the appropriate member of staff. If behaviour fails to improve, further sanctions are applied, for example, putting the student on report or suspension.
7. Serious deviation from acceptable behaviour, such as any criminal activity, smoking, racism, vandalism, bullying, drug abuse, or bringing drugs, weapons, alcohol, or any other dangerous or offensive materials to the Centre could result in suspension or expulsion from The Centre.

Appendix 2     <u>ASSESSMENT & REPORTING POLICY</u>

**Rationale**
Assessment, recording and reporting are central to the development of student learning and form part of good teaching. It is our belief that student achievements should be celebrated. Their development, progress and areas of weakness must be identified, realistic targets set and action taken, to help students reach their full potential. Both formative and summative assessment practices should contribute to this.

**Aims**
- raise standards of achievement across the school
- inform planning, particularly that of appropriate activities matched to the individual needs of students
- monitor each student's progress and attainment
- assist with the setting of targets for individual students
- inform parents of progress made by their child and identify strengths and weaknesses
- judge the school's effectiveness in adding value to a student's level of attainment.

**Principles**
Assessment should actively involve all learners. We interpret this to be exemplified by:
- the development of teaching and learning strategies based on assessment
- stating lesson aims that provide a reference for students' self-assessment and for plenary discussions
- habitually engaging students in discussion of their own work
- assessment being central to the learning process by underpinning the organisation of classes, allocation of time and other resources
- assessment being based on information that is both relevant and manageable
- identifying needs, motivating learners and celebrating achievement through regular marking/assessment of students' work and feedback using both celebratory comments and constructive criticism
- using formative assessment to evaluate teaching and making changes in methods and resources
- using summative assessment to make judgments about the level of a student's attainment at particular times for the purpose of giving guidance to students and writing reports
- involving students in setting realistic targets for improvement and building on prior attainment
- building an academic assessment profile of our students as they progress through the school in order to refine the tracking of students' progress towards IGCSE and IB examinations
- identifying students who are under-achieving so that they can be monitored and mentored
- providing ongoing, informal and formal teacher assessment

**Actions**

*Maintain academic excellence*:

We strive to establish and maintain high expectations of our students. We set them work that challenges and inspires them. We engage them in high-level thinking. We set them targets for improvement that will lead them to their individual goals. We ensure that students know what standards of work are expected at each level and what will constitute excellent work for them as individuals.

*Respect individuality*:

We recognize that every student has different learning needs. We provide them with opportunities to learn in a style that will maximize their development. We differentiate the work that is provided and make every effort to tailor activities to meet student needs. We value and celebrate self-expression, opinions and ideas. We take account of individual personalities and cultural backgrounds in all of our dealings with students.

*Celebrate achievement*:

We ensure that students are praised and rewarded for the steps they take in their learning. We place a high value on students working hard and developing academically as well as students who achieve the highest attainment levels. We promote the philosophy of intrinsic motivation that 'achievement is its own reward'.

**Responsibilities**

The Centre Principal is responsible for the management and monitoring of this policy and associated practices and for the analysis of any data generated that leads to further initiatives to improve teaching and learning.

**Teacher Responsibilities**

• Give clear instructions and make sure students understand the purpose of assessed work.
• Ensure the assessed work is achievable with home resources
• Make the evaluation process clear to students
• Give feedback on student work
• Ensuring that assessment and recording supports teaching and learning while maintaining records in their subject area
• Using simple rubrics, where applicable, to guide students to success and for consistency in marking
• Participating in the target setting process
• Developing students' ability to carry out self-assessment, evaluate their own work and that of their peers

**Family Responsibilities**

• Set a regular, uninterrupted study time each day
• Establish a quiet, well-lit study area
• Monitor student's organisation and daily tasks

• Be supportive when the student becomes frustrated with difficult assignments
• Contact Head of Year to stay well informed about the student's learning process
• Ensure students spend at least 2 hours a week on personal reading.
• Ensure students get sufficient sleep even during exam sessions.

**Student Responsibilities**

• Keep a record of homework in the student diary
• Be sure all assignments are clear; don't be afraid to ask questions if necessary
• Set aside a regular time for studying
• Find a quiet, well-lit study area
• Work on homework independently whenever possible, so that it reflects student ability.
• Produce quality work.
• Make sure assignments are done according to the given instructions and completed on time.

**Reports and Grade Transcripts**

There are four formal grading points each academic year. Grade transcripts are issued to monitor progress. In addition to these, all students have one formal parents' evening.

The schedule of Assessment and Reporting is:

| Period \ Year group | **PIB** | **IB1** | **IB2** |
|---|---|---|---|
| **Mid-Semester 1** | Assessment Grading point Parent-Teacher Meeting | Assessment Grading point Written report Parent-Teacher Meeting | Assessment Exam* Grading point |
| **End of Semester 1** | Exam* Written report* | Exam* Grading point | |
| **Mid-Semester 2** | Trial (AQM) Exam Grading point Written report Parent-Teacher Meeting | Assessment Grading point | Trial Exam* Grading point Written report Parent teacher meeting |
| **End of Semester 2** | CIE IGCSE exams + humanities exam | End of Year Exam* Grading point* Written report Parent-Teacher Meeting | IB exams |
| **July/August** | CIE IGCSE results | | IB results |

\* Cumulative based on all work covered to date during that year.

Written reports record grades on both attainment and attitude to learning.

During PIB, achievement grades are reported using the IGCSE grades A\* to E, plus F representing a failing grade in that subject (i.e. a grade below E).
In IB, achievement grades are reported on a scale of 1 to 7 based on IB subject grades.
The attitude to learning grades are: E (Excellent or Outstanding), G (Good), S (Some cause for concern), U (Unsatisfactory).

The Parent-Teacher meetings give an opportunity for extended dialogue between parents, students and teachers to follow up on issues related to student performance highlighted in the grade transcripts.
Participation by all parents is strongly encouraged and meetings with teachers outside of this schedule are always welcome.

**Tests and Examinations**

The four formal grading points each academic year are preceded by timetabled formal assessments (see details in preceding table). Staff may wish to carry out other assessments of varying nature outside of this schedule.

It is recognised that the nature of assessment in subjects which are content based and those which are skills based differ.

Tests at mid-semester may reflect discrete units of work covered in the preceding half semester. However, examinations at the end of each semester must be cumulative, assessing all content and skills covered to date. Thus, this assessment will give a good indication of each student's overall achievement (*'where they are at now'*). The form and nature of questions in examinations should, where possible, reflect those of the examination course being studied in both style and content. Through this, the aim is to give a realistic appraisal of each student's likely performance at the end of the course.

**Achievement Grading**

Each subject teacher will need to identify, at the start of a course, a transparent system to demonstrate to students how their achievement grade at each grading point will be calculated. This must adhere to the constraints outlined below. Any components used should be seen as reliable and valid measures of student achievement. Components may include previous assessments, including but not limited to class tests, pop quizzes, IA tasks, or other assessed work. Teachers should guard against the use of homework tasks for which independent student work cannot be readily verified. No component reflecting effort or commitment should contribute to the achievement grade as this will

be reflected in the attitude to learning grade. Where two or more teachers are delivering the same course to different groups, this must be the same for each group.

Within each reporting period the timetabled formal assessment will contribute at least 70% of the achievement grade at that grading point. It is up to each subject to define clearly what other assessments contribute to the remaining percentage.

Note that mid-semester grades only incorporate work covered since the previous grading point.

End of semester grades are cumulative with again the timetabled formal assessment contributing at least 70% of the achievement grade with the remainder including, if desired, results from earlier in the course at the discretion of the subject teachers. However, it is recognised that the cumulative nature of this most recent assessment may make previous results redundant.

Where formal internal assessment components have been completed, these should contribute towards the achievement grade.

**Attitude to Learning**

All students are given a grading based on their attitude to learning over time. Attitude to Learning does not only incorporates aspects of individual's effort and behaviour; but it also takes into consideration the aspects of a student's initiative to take responsibility for their own learning while at the same time positively contributing towards the learning of others.

These grading for attitudes to learning are:
Excellent/Outstanding(**E**), Good(**G**), Some cause for concern(**S**) and Unsatisfactory(**U**).
The grade descriptors for Attitude to Learning are as shown below.

Excellent/Outstanding attitude - **E** : A student's attitude to learning is conscientious and diligent.
- Contributes positively to their own and others' learning
- demonstrates initiative and actively participates in all learning activities
- regularly makes voluntary contributions to discussions as well as support others in their learning
- consistently pays attention and responds to instruction and advice
- consistently meets deadlines
- always presents work completed with a high level of care and attention.
- always arrives fully equipped and punctual for lessons
- sometimes does additional work – "goes the extra mile"!

Good attitude - **G** : A student's attitude to learning is pro-active

- contributes positively to their own learning and has high aspirations
- actively participates in all learning activities
- regularly makes contributions to discussions
- pays attention and responds to instruction and advice
- consistently meets deadlines
- presents work completed with due care and attention
- always arrives well equipped and punctual for the lesson

Some cause for concern attitude **-** S : A student's attitude to learning shows a willingness to learn but he or she can often be passive rather than pro-active in applying themselves to their own learning

- does not meet challenges with a positive attitude
- lacks resilience and is content with completing the minimum requirements
- makes contributions when prompted
- shows willingness to act on advice
- consistently meets deadlines
- presentation of work just acceptable
- usually arrives prepared for the lesson

Unacceptable attitude – U: A student may not complete tasks fully, and require a significant level of monitoring to ensure that concentration is maintained.

- The inconsistent behaviour of student limits their own and others' progress.
- can be negative about participation in learning activities
- rarely contributes to discussions
- needs regular prompts to complete work
- regularly fails to meet deadlines
- can be disengaged and only rarely demonstrate interest in topics or pride in work produced.
- demonstrates little or no effort in presentation of work
- often arrives unprepared for lessons

**Assessment and Late Work**

Students are expected to have a diary with them in class and it is their responsibility to record due dates for all homework tasks and assignments.
This can be done in hard copy or electronically. Students who miss homework due to illness or other absence have a responsibility to make up missed work. This should be negotiated on an individual basis with class teachers.

More detail of assessment policy for IB is contained in the HSANNU Assessment Policy for the IBDP

Appendix 3    <u>LANGUAGE POLICY</u>

At HSANNU we believe that besides promoting cognitive growth, language is crucial for developing a cultural identity and emotional stability. We believe that both acquisition of more than one language and maintenance of the mother tongue enrich personal growth, as well as help facilitate international mindedness.

By virtue of its nature, language is integrated into all areas of the curriculum, hence every teacher within the school is considered a language teacher, and therefore have the responsibility to facilitate language acquisition, and promote communication skills in their various subject areas. Language is taught through context and through building relationships between new information and existing concepts. Reading and writing skills, general and specific to the subject area, are developed in each IBDP course through a wide variety of formative and summative assessments.

The HSANNU International Division (centre), which provides the IBDP recognises that the centre is within a Chinese High School, and that English will be a second language for most students. Students shall be provided with access to Chinese language learning, and the host country and community for language and cultural experiences shall also be employed in the curriculum.

The purposes of this policy are to overcome this deficit so that the students become academically competent in English and are prepared for their external examinations (which are conducted in English). Students are also being prepared for a tertiary education in an English speaking country abroad, after their IBDP.

Students are expected to attain a capable level of oral and written proficiency in more than one language. We aim to foster in students the ability to think and express themselves with precision, clarity, confidence and imagination in two languages, one of which is their mother tongue. We believe that the ability to express verbal and written language in a variety of contexts and purposes is essential. Students learn about language and through language to foster knowledge, understanding, sensitivity, and appreciation of cultures, values, and traditions.

At the IBDP level the centre shall offer first language Chinese, English B, as well as English A to students who have high proficiency level in English. Besides these, the centre shall facilitate and provide support for other languages through either Self-Taught language or Pamoja online courses. The school shall assign a teacher, within the school, as a supervisor to liaise with possible external tutors of a student taking the language that is not available at the centre.

The school acknowledges that most parents are Chinese mandarin speakers. For this reason, the parents meeting and the parents teachers meetings shall be facilitated through the assistance of a translator.

- For the majority of students entering the programme, being taught in English will be a novel experience. Developing proficiency in English is one of the primary goals of the PIB programme. All students in PIB will take English IGCSE for most students this will be either Core or Extended second language English. However, suitable outstanding students will be offered first language English.
- The PIB English program will be set so that the most appropriate level of instruction can be delivered to students.
- Students in PIB and IB will be offered extra training in English to help them prepare for TOEFL and IELTS examinations
- The medium of instruction of The Centre is English, and both students and teaching staff are expected to use English at all times for any official purpose (meetings. lessons etc.).
- English must be used within the classroom both by class teachers and students (with the exception of non-English language classes). It is permissible for teachers to allow students to use Chinese in a controlled manner (for example explaining a definition to the rest of the class). However, English must remain the means of instruction and communication.
- Staff is encouraged to reward students who make a concerted effort to use and improve their English. However, students who habitually fail to use English will have sanctions applied to them and may have their parents invited to school to discuss the problem.
- Students are expected to read in English and parents should ensure that their child spends at least two hours a week on their own personal reading.
- Students are expected to have notes on their classes; these notes should be in English, although annotations in Chinese are acceptable. Notes could be in electronic form, but must be regularly backed up (this could be on the school network or as paper hard copy)
- Although the medium of instruction at the centre is English and the success of students in the programme will be determined by their ability to express themselves and their ideas in English, we also recognise the importance of Chinese. The centre expects student to continue studying Chinese and also recognises its significance both to the students and success of the Diploma Programme at the centre.
- During examinations, the centre shall provide students with translation dictionaries, from mother tongue to English and vice versa, in relevant subjects.
- All students' language needs are determined through initial and ongoing assessments throughout the year and differentiation during lessons shall be in accordance to the language needs, besides the respective subject needs.
- A variety of reading strategies will be employed to support students in the mechanics of reading and comprehending meaning.

- The learning process at the centre involves learning language(s), learning about language(s), and learning through language(s).
- Heads of year shall communicate important information to their respective year groups in their mother tongue
- Students in PIB (in preparation for the IBDP) are offered courses in Chinese, literature, history, geography and politics this aids their understanding of their mother tongue and culture.

Appendix 4    ICT POLICY

Network Use

1. The Computers in the Library and the wifi in certain parts of The Centre allow students to login and use the internet. Students are required to login so that they can use the facilities of the network such as file storage, access to educational resources and school email.
2. Under no circumstances should a student log in to the school's network using account information belonging to another student and/or staff member. Hacking the account information of other students or staff members will be considered as gross misconduct and in breach of both ICT policy and the academic honesty policy.
3. Each student is responsible for any activity on the school's network and Internet generated by their username.  To avoid unauthorized activity, it is important that students log off at the end of each session.
4. Student work should be backed up regularly. Students have access to the file server (which is a very safe storage environment). However, the school cannot take responsibility for students' work and it is suggested that students also backup their work on their own storage media.
5. Students using MS Windows must have an up-to-date antivirus programme, Students using OSX are urged to have an up-to-date antivirus programme, Linux users may like to consider using an antivirus programme if they wish to share files with Windows or Mac users.
6. Any attempt to hack the school network to get access to unauthorised areas, access to unfiltered internet etc will be considered as serious misconduct and any attempt to obtain root access will be considered gross misconduct.

Internet Use

1. Access to the Internet, as provided by the school, is for educational purposes only.
2. Students are not permitted to access social networking sites (eg QQ), chat rooms (eg MSN, Messenger), non-school e-mail accounts (eg Hotmail, Yahoo) unless directed by their class teacher.
3. Inappropriate use of the Internet will result in the withdrawal of laptop use and access to ICT facilities within the school. The student's parent/guardian will be contacted in such instances.
4. Attempted access to unfiltered internet etc will be considered as serious misconduct

E-mail Use

1. Staff must use the school email system to contact students; student are not allowed to contact staff on their personal email.
2. Students must only communicate with their teacher for educational purposes.
3. E-mails should not be checked during class unless directed by the class teacher.

4. E-mail messages should be signed off with the sender's full name e.g. Jane Smith

Laptop Computers

Within The Centre, laptops must be considered as and used as a tool to facilitate learning. Laptop use during school time must be focused entirely on learning within the curriculum framework of our centre.

1. Students are not permitted to play games, music, videos or open messenger programs (e.g. QQ) in class unless directed by their class teacher.
2. Students are not permitted to use the web camera in the laptop at school unless directed to do so by their class teacher.
3. Images displayed on computers must be appropriate and acceptable for community standards.
4. Laptops must be closed when not directly in use for prescribed learning activities.
5. Laptop lids should be closed when the teacher is talking to the class.
6. Laptops require a suitable Office application such as Libre Office or Microsoft Office.
7. Backing up files, and keeping draft copies and rough working notes is essential for assessment. Computer problems are not a reasonable excuse for late submission of assessments.
8. Students must ensure that the laptop, carry bag and accessories, such as the AC adaptor and power cord, are clearly named at all times.

Miscellaneous IT Policies

- Copyright: students are not to make or use illegal copies of software programmes. If students do not wish to buy proprietary software, it is suggested that they use Open source alternatives. Any information students retrieve from the Internet or other network sources should be acknowledged or cited in their work and where necessary, the author's permission obtained for usage.
- All communications made using the ICT facilities should be in keeping with moral and ethical conduct/expectations. When using electronic communication, including email, student behaviour should be in keeping with acceptable school behaviour.
- The school reserves the right to investigate student use of the facilities, including e-mail and the Internet, should a problem be suspected.
- From time to time, it may be necessary for the school to review this policy and we reserve the right to amend this policy at any time.

Appendix 5       ACADEMIC HONESTY POLICY

Next scheduled review: June 2019

Rationale & Underpinning Principles

- Academic honesty is a critical component of the teaching/learning cycle within the IB Diploma Programme where action is based on inquiry and reflection.
- Our centre is committed to academic honesty and will ensure that all staff (teaching, non-teaching & counselling), students and parents in the international programs are aware of what academic honesty is and what the consequences are for being dishonest / misconduct.
- Academic honesty can be achieved by recognizing areas that may lead to problems and, ultimately, dishonesty. This will be achieved by a clearly defined programme introducing relevant issues and regularly reinforced by staff in class and other opportunities such as assemblies.
- Additionally, students should be made aware of the benefits of using and including appropriately referenced research in their work and that this can be achieved by appropriate citations and referencing techniques.
- As an IB school we must strive to demonstrate the attributes of the IB Learner Profile. In particular here this means being principled (acting with integrity and honesty, with a strong sense of fairness and justice). Without this none of the other attributes can be validated.
- Ultimately, students are responsible for adhering to academic honesty principles.

What is Academic Misconduct

The following list covers some of the common areas of concern academic misconduct:
- *Plagiarism: "the representation of the ideas or work of another person as the candidate's own".*
- *Collusion: "supporting malpractice by another candidate as in allowing one's work to be copied or submitted for assessment by another".*
- *Duplication of work: "the presentation of the same work for different assessment components and/or diploma requirements".*
- Examination malpractice: communicating with another student during an exam, bringing unauthorized material into an exam room regardless of whether there is any intent to gain unfair advantage.
- Falsifying data: creating or altering data with the intent to deceive the reader.

{Italicised text represents definitions from the IB}

Plagiarism

Plagiarism at any level, intentional or otherwise, is by far the most common form of academic dishonesty and is a serious academic offence that has equally serious consequences. In academic writing, plagiarism is considered as taking any idea or any language from someone else without adequately acknowledging and crediting that source in the paper. It does not matter whether the source is a published author, another student, parents, teachers, a Web site without a clear author, a Web site that sells academic papers, or any other person. Taking credit for anyone else's work is stealing, and it is unacceptable in all academic situations whether it is done intentionally or by accident. When there is a failure to cite sources, or when they are cited inadequately, plagiarism has been committed, an offence that is taken extremely seriously.

As with other forms of academic misconduct, plagiarism encompasses a spectrum of malpractice. Plagiarism includes but is not limited to:

- Purchasing papers written by others
- Copying from other students
- Copying word for word from other sources
- Use of 'cut and paste'
- Failure to cite sources correctly

How to Avoid Plagiarism

Students are encouraged to help, share, and research together, but there is a difference between helping and sharing versus borrowing/stealing someone else's ideas, concepts, information, and words. It is easy to avoid plagiarism. Students should:

- always put ideas, concepts, insights, explanations, language, etc. into their own words.
- not change direct quotations and neither should these be taken out of context.
- use accurate in-text citations showing where they found their ideas, information, concepts, words, graphs, tables etc. (how to correctly cite your sources will be taught by your teachers in all subjects).
- understand that commonly known facts do not need to be cited (example: Beijing is the capital of China).

Evidence of Academic Honesty

There is a need to appreciate that research and writing are processes and not products. To this end:

- Students should keep all of their draft notes, sources of information, photocopies/printed paper, rough data, bookmarked websites, etc. as evidence of the processes they used to produce their assessment item.
- staff should, as good practice, ensure that they monitor this evidence of ongoing progress of extended tasks.
- Staff will check first complete drafts and final submissions of all assessed IB work through the online plagiarism checker 'Turnitin', to which the centre subscribes.

Reporting Suspected Academic Misconduct Issues

Academic honesty is a whole school concern and is encompassed in the ideals of the IB. As such, all members of the school have the obligation to report suspicions of academic misconduct. Any person suspecting academic misconduct should report the matter to the appropriate person for investigation. For exam related incidents this would be to the Exams Officer and Centre Principal. For other circumstances, this would be the subject teacher. In all cases, the matter will be investigated in a discreet and non-judgmental manner with the intent of tracing possible evidence of misconduct. Staff should report concerns using the 'HSANNU suspected academic misconduct report' form.

The student will be informed of the concerns and given the right to respond. If it cannot be clearly shown that academic misconduct has occurred, then the student will be found innocent of academic misconduct and no record will be kept of the incident. If evidence is found of academic malpractice the following processes will be followed:

- Incident recorded on the Conduct Log
- Parents informed/invited to discuss the matter
- Possible referral to the Academic Awards Committee

If the misconduct took place in an exam under the jurisdiction of CIE or IB then the designated procedures outlined by these organisations will be followed.

Academic Awards Committee

The centre will set up an Academic Awards Committee at the start of each year to review serious incidents of academic misconduct in significant assessed work or repeated minor offences. The purpose of this committee is to provide an impartial and considered response to academic misconduct issues and endeavour to find a consistent approach to consequences and sanctions. The committee will consist of the Centre Principal (ex officio) as Chair and two members of the teaching staff. The committee will convene as required to review cases where investigation has found a student responsible for academic misconduct.

They will make recommendations to the Centre Principal and Centre Director.

It should be appreciated that academic misconduct encompasses a wide spectrum of offenses.

These may be either intentional or inadvertent. In considering the scale of seriousness of an offence the following will be taken into consideration:

- Year group of the student
- Nature of the misconduct
- Intent
- Response to the allegation (acceptance/remorse etc.)
- Past record
- Nature of the work concerned (internal or external exam/IA etc.)

Whilst intent is considered here, it is essential to note that academic misconduct can occur even though there has been no intent. Furthermore, CIE and IB will likely treat academic misconduct cases identically regardless of intent.

Any recommended action will consider the impact of the sanctions on the student.

Guidelines for action relating to academic misconduct on IB assessed work

If the misconduct relates to IB assessed work (IA / TOK Essay / Extended Essay etc) then the following courses of action should be considered for work from a completed first draft. Students who do not submit a completed first draft because they missed the deadline will forfeit the opportunity to review and revise poorly cited work.

If the misconduct is deemed to be the result of poor practice rather than intentional, then guidance will be given to address the matter for the final draft.

If intent is proven or a final submission contains academic misconduct issues, then the work in its existing state will be rejected. Possible responses include:

- Resubmission of the work with all unacceptable sections removed entirely.
- A completely new work undertaken and submitted.
- Refusal to accept the work and recommended withdrawal from the subject
- Acceptance of the work and submission to IB with notice of suspected Academic misconduct

The General Regulations: Diploma Programme identifies clearly in Article 13: Award of the IB Diploma that "any candidate receiving a penalty for academic misconduct from the Final Award Committee" will not be awarded an IB Diploma. Article 20: Candidates suspected of academic misconduct clearly defines its procedures in such cases.

Programme of Academic Honesty Awareness

As part of its ongoing guidance of students, the centre will have a comprehensive range of scheduled learning experiences to underpin the policy.

Appendix 6

## MEETING STUDENTS ACADEMIC NEEDS

Students should be taught in such away as to make sure that the curriculum is accessible and that it is sufficiently challenging. This will involve selection, placing students into the appropriate courses and differentiation. In PIB, the centre will ensure that it meets student academic needs by:

- Ensuring the centre only takes students who are capable of accessing the curriculum. To establish this centre will not take students with a Zhong Kao below 540, or have failed to achieve the necessary proficiency in English, as determined by the entrance exam.
- The teachers are expected to use suitable differentiation in lessons and should consider whether whole class teaching is appropriate. Teachers should consider scaffolding the learning of weaker students and provide suitable extension work for the more able students.
- The centre will also consider setting students in IGCSE classes in the PIB year so that they take the most appropriate examination (Core or Extended)
- The centre will help students to find suitable educational psychologist where specific learning difficulties are suspected. (see Special Needs)
- The centre will attempt to make access arrangements with the exam boards.


In The IB Programme the centre will ensure it meets students' academic needs by:

- Ensuring student are only allowed to take IB classes that they have a reasonable chance of success. For example, students will not be allowed to take HL Mathematics unless they have a grade A* or A in IGCSE Additional Mathematics.
- Student potential for success will take precedence in IB subject selection over desired future career preference.
- The teachers are expected to use suitable differentiation in lessons and should consider whether whole class teaching is appropriate. Teachers should consider scaffolding the learning of weaker students and provide suitable extension work for the more able students.
- The centre will consider the separation of SL and HL classes so as to best meet student need. However, if combined classes are needed, the teacher will ensure that the lessons meet the needs of both HL and SL students.
- The centre will consider special courses such as first language English (A2) and Further Maths for the most gifted students.
- The mentoring system will be used to advance student learning by encouraging them to meet their own personal targets

<u>Special Needs</u>

Background

- The pre IB student intake is determined by an academic entry test and individual interviews.
- This cohort will become the IB group in their second year.
- The cohort is a strong academic group of students.
- Almost all students will be studying in a second language (English).
- Almost all students have Chinese as a first language.
- There will be a range of abilities within a narrow academic spectrum.
- Any special needs should ideally be identified prior to the commencement of the pre-IB Programme.

Policy

The aim of the policy is to ensure the needs of all students in the cohort are met and that any special needs are planned and catered for during their time in the centre.

Actions

- The enrolment process should provide processes for identification of special needs.
- It may be that in the Chinese culture such needs are not identified prior to enrolment.
- Enrolled students are therefore monitored by teachers and Heads of Year who look for conditions that may affect academic performance, concentration, learning and the general well being of students.
- Problems that may occur: ADHD, dyslexia, eyesight, hearing, speech, physical mobility(temporary/permanent), manual dexterity.
- All special needs  issues should be referred promptly to the Centre Principal.
- The Centre Principal (CP) will discuss the issue with the relevant Heads of Year, IBC and Centre Director.
- The parents will be asked to come in and discuss the possible issue with the CP, IBC the Heads of Year, School Counsellor and Centre Director.
- An individual learning plan (IEP) will be established for identified students.
- Referrals are made, when agreed, to relevant specialists e.g. child psychologist, speech therapist. (It is likely that this specialist help will not be available in Changchun but can be found in Shanghai or Beijing).
- Such referrals are not established practice in Chinese schools or families. Hence there is a reluctance to bring in an external specialist. There is a fear the process will stigmatise the student. The centre will treat any report as confidential and only use it for educational purposes such as access arrangements and developing IEPs

- A plan of recommended support is implemented promptly, within the agreed individual learning plan (IEP).
- Any special needs consideration will be discussed and reviewed with the IBO.
- The Heads of Year and IBC will monitor student progress.
- All actions are monitored and recorded in student files.
- Parents are kept fully informed of all aspects of student progress under the plan
- The Special Needs Policy will be reviewed annually by the Centre Principal.

BOARDING

Unfortunately, the boarding house is not equipped to deal with students with physical disabilities a solution to moderate or temporary may be possible. It is essential that any disabilities are discussed before a student starts boarding and students will be refused from boarding if we cannot meet their needs.

Appendix 7     <u>CHILD PROTECTION POLICY</u>

All students irrespective of age are considered to be children and will be afforded the protection of this policy.

Students at The Centre have a right to be respected and a right to safety and security. Teachers themselves are expected to adhere to the IB learner profile and as such must not:

- verbally abuse students (reprimanding students is a normal part of teaching but this should not be abusive or unreasonable and should be seen as instruction of the student and not punishment in itself)
- use any form of corporal punishment
- wilfully humiliate or degrade students
- have any non-professional or intimate personal relationship with a student, even if this is not physical
- contact students using their personal email but use The Centre email system. Teachers must also instruct students not to contact them using their personal email – email communication must be within The Centre email system
- communicate with students on social messaging services, give students their personal phone number or text students. If it is necessary to keep in contact with students by phone (for example on a field trip) teachers should use a non- personal SIM card and number.
- meet students in their place of residence
- arrange one-to-one consultations with a student without another adult being present unless in a public place or the meeting room
- meet students in a locked room
- meet a student on their own (off site); this must be with the consent of the Centre Principal or Centre Director

If a staff member believes that a student has developed an infatuation with them, they should inform the Centre Principal. Additionally, if a staff member believes that a student is being abused by another student, school employee or teacher, they must contact the Centre Principal or Centre Director.

Teachers should also refer to the Staff/Student Interaction Policy (Professional Code of Conduct) which can be found in the Dipont Teachers' Handbook.

Appendix 8    HSANNU EDUCATIONAL VISITS POLICY

Philosophy

HSANNU International Division recognizes the value of educational visits which enhance students' experiences, whether local, national, international, curriculum-related or extra-curricular. This document sets out to identify procedures for organizing such activities so that they minimize the impact on classes and are organized in a safe and timely manner.

Planning & approval

1.      Timing: All proposals for school-related activities should be provided in writing to the Centre Principal. These should be completed in a timely manner.
1.1.    Non-residential provincial activities should be planned so that approval is made at least two school weeks in advance of the proposed dates and all plans and arrangements completed at least one school week in advance of the activity date.
1.2.    Residential, provincial and all national trips should be planned so that approval is made at least four school weeks in advance of the proposed dates and all plans and arrangements completed at least two school weeks in advance of the activity date.
1.3.    International trips should be planned so that approval is made at least twelve weeks in advance of the proposed dates and all plans and arrangements completed at least two months in advance of the activity date.
2.      Only in exceptional circumstances, where such advanced planning is beyond the organizers control, will proposals be accepted outside of this time frame.
3.      Proposals: These should include dates, travel arrangements, provisional costs and supervision arrangements including names of staff accompanying the trip. In no circumstances will The Centre approve an activity involving students representing the school without a member/members of staff accompanying them. The information should be submitted on the HSANNU Educational Visit Proposal Form and any additional relevant documentation required supporting this should be * attached.
4.      Risk Assessment: The HSANNU Off-Site Activities Risk Assessment / Emergency Plan form should be completed and submitted with the proposal.
5.      Recommended staffing levels: Whilst each proposal will be considered individually, it is strongly recommended that for all educational visits at least two responsible adults (one of each sex) should accompany the group. At least one of these should be a member of staff employed at the Centre.
6.      Payments: Students will be required to meet any costs of the visit. This includes the costs of the accompanying staff. However, funding may be

available from the school to off-set some of these costs and should be sought during the planning approval process.

Once approved *, full information should be shared with parents by letter.

<u>Approval of students</u>

Any student wishing to participate must receive approval from the Centre Principal. Trustworthiness, reliability, suitability and general academic progress will be factors considered in such a decision.

<u>Parental consent</u>

No student will be allowed off-site without having submitted a Parental Consent Form.

<u>BOOKING OF TRAVEL ARRANGEMENTS and ACCOMMODATION</u>

Booking of any necessary travel arrangements and accommodation should not be carried out until the trip receives formal approval. All students should travel together under the supervision of a member of the school staff.

<u>Student behaviour</u>

1.      The Centre Core Values and Code of Conduct will provide the rationale for all expectations for any trip. Additional conditions may apply including but not limited to:
1.1.    Checking in with staff members
1.2.    Curfew
2.      Where a trip is residential, sleeping arrangements will be segregated by gender. Under no circumstances should a student be in a room belonging to students of the other gender.
3.      Staff will be provided with accommodation on the same site in a room/rooms separate from those of students.

<u>Proforma</u>

All documents referred to in this policy can be found in:
School_Admin/*Centre/Proforma/Educational Visits
Proformas:

<u>Behaviour code</u> – Educational Visits

We expect students on HSANNU International Division educational visits (activities, field trips, extra-curricular programmes, events and competitions) to be on their best behaviour at all times. We want students to enjoy these learning experiences and to be

safe. We also want people to form a good impression of the HSANNU community through your actions, attitudes and behaviour. The centre code of conduct provides the basis for expectations.

Please remember that ...

You are officially representing the centre
- Normal school rules apply at all times unless otherwise directed by the accompanying staff
- Instructions from accompanying staff in charge must always be followed
- Smoking or consumption of alcohol or illegal non-prescription drugs is strictly forbidden

Before the trip you must…

- Submit a consent form and any required payments
- Supply the organisers with all required details (emergency contact, medical information etc.)
- Comply with advice regarding what to bring (including advice about spending money)
- While travelling, you must…
- Meet at the agreed meeting points on time
- Behave sensibly, avoid excessive noise, respect the rights of other travellers
- Keep areas clean and tidy up your litter
- While in a venue, hotel/hostel/guest home etc. you must….
- Remain on site at all times unless you have personally been given permission otherwise
- Comply with instructions regarding meeting points, curfew times etc.
- Treat all facilities with complete respect and respect the rights of others
- Avoid excessive noise
- Treat staff & employees respectfully and with courtesy
- Report immediately to a member of staff any damage to facilities you notice
- NEVER * enter a bedroom other than your own

While engaged in a competition or sporting contest you must…

Play fairly, within the rules and in a sporting spirit
Respect all refereeing decisions
Not swear (in any language) or behave aggressively (including aggressive gestures or signals)
Follow all the rules of the event organisers
If the organisers of the trip allow free time for sight-seeing, shopping, etc, you must …
Stay in groups of at least three (3)
Meet the rest of the group at the meeting point on time

<u>Finally</u>

Remember that organising and accompanying educational visits takes considerable commitment from staff and should not go unrecognised!

<u>Proforma</u>

All documents referred to in this policy can be found in:
School_Admin/Proforma/Educational Visits

**<u>Forms</u>**
| | |
|---|---|
| 13.1 | <u>Lesson planning</u> |
| 13.2 | <u>Request for absence</u> |
| 13.3 | <u>Change of course request</u> |

Appendix 9     NOTE TAKING POLICY

The policy recognises both the importance of students having coherent notes, which can be used for a variety of purposes including developing skills review and revision, whilst accepting that different subject areas have fundamentally different needs in this regard.

- Students are expected to have notes on their classes; these notes should be in English, although annotations in Chinese are acceptable. Notes could be in electronic form, but must be regularly backed up ether electronically or as a hard copy.
- Student notes, if on paper should be either kept in a file or in an exercise book. The file or exercise book must be organized, so that all the notes of a particular subject are kept together, so that they can be usefully referred to. It is not permissible to make notes in a text book or as loose notes kept within a text book, (although it is permissible to annotate a text book). Electronic notes should also be sensibly organized, for example within a directory structure. Electronic notes must be regularly backed up.
- Student notes should be available for class use or inspection.
- Note taking for individual subjects will be determined by the departments that will produce a policy and exemplars of good practice for the guidance of teachers.
- HODS will be responsible for periodically auditing of note taking within their department and a report submitted to SMT

Appendix10    <u>HOMEWORK</u>

The policy recognises both the importance of students developing good study habits, becoming autonomous learners and practicing and developing skills. It also accepts that different subject areas have fundamentally different needs in this regard.

- Homework standards for individual subjects will be determined by the departments that will produce a policy and exemplars of good practice for the guidance of teachers.
- Pre-IB students will be given regular homework and a homework timetable. Students are expected to complete homework to the best of their ability and on time. Failure to complete homework will be monitored and parents may be invited to discuss the issue if it is a problem.
- IB students will be set homework by their class teacher as required. However, the nature of the IB programme in which learners are expected to be independent, and the rigorous nature of the programme, will mean that all students will need to work autonomously outside school hours if they are to be successful.
- HODS will be responsible for periodically auditing of homework within their department, and a report submitted to SMT.

Appendix11    <u>MENTORING AND TARGET SETTING</u>

The purpose of this policy is to allow the learner to engage in an adult dialogue about his or her learning. So that they can understand their strengths and weaknesses and both develop the strengths and address weaknesses. The mentoring system will also encourage them to be realistic and objective about themselves so that they make appropriate academic choices.

- IB students will be involved in two forms of target setting, firstly setting aspirational grades and also setting smart targets.
- All IB students will be given mentors who will work with the students on meeting their targets.
- The mentoring system will run from term 2 in IB1 to the end of term 1 in IB2.
- Mentoring will focus on the needs of the students, for example helping weaker students develop coherent academic survival strategies and challenging gifted students.
- The primary purpose of the mentoring system is to engage the students in adult dialogue.

Appendix12    <u>COMMUNICATIONS POLICY</u>

The purpose of this policy is to develop and maintain a culture of understanding and respect among all stakeholders. The policy describes the means of communication between all stakeholders; the stakeholders being Parents, Students, Teachers, Counsellors, Administration within the centre, the main School, Dipont Education Group and IBO.

Mutual respect and civility characterize the communication in the school community at High School Attached to Northeast Normal University (HSANNU). We are always polite and we avoid abusive language in interpersonal communication. We need to ensure that communications between all members of the school community are clear, timely and appropriate. Every member of staff has a responsibility to support effective communications and needs to recognise that the quality of their communication reflects the school's reputation.

We believe that good communication is more that the exchange of information. It is through effective and interactive communication that information is transmitted, understanding is developed and shared, trust is built, confidentiality respected and action coordinated.

There are various means of communication that the school shall employ, including face-to-face conferences and meetings, handbooks, emails, letters, emails, phone calls, Wechat groups and website dedicated to the HSANNU International Division (Centre). Education platforms like ManageBac and Edmodo shall also be utilized as a means of communication.

The Centre in the document shall refer to the International Division of HSANNU, which provides the IBDP and IGCSE programmes, under the academic leadership of the Centre Principal (CP).

- **Parents:**
  The communication between the centre and parents occurs in the following ways:
1. The Parent and Student Handbook, which is provided to all parents and students in English or Chinese, it is available within the school to students at any time on the school server.
2. The centre arranges regular meetings with parents; these meetings occur after every grading point. There are two grading points per semester.
3. Each Head of Year(HOY) administers a WeChat group in which all parents in their respective year group are signed up. This allows parents to contact the centre or the centre to timely reach parents. The WeChat groups for various year groups are very active, and typically communication takes place on a daily basis.

4. Members of Senior Management Team (SMT) are signed up for Wechat groups to ensure that Child Protection Policy is adhered to in the communications.
5. The parents and students have the mobile phone numbers of the Heads of Year (the school provides the phone for official purposes). Parents who wish to contact the school (or teachers) over concerns or to make appointments can use these numbers
6. Each year group has one formally teacher-parent meeting that is scheduled on the school calendar
7. The centre holds open days for parents and potential parents at least twice a year.
8. Teachers who want to communicate with parents concerning their child may make arrangements through the Head of Year, who organises the meeting and also acts as a translator
9. The school administration frequently meets with parents of students that are causing concern, particularly with Pre-IB (PIB) students who may not qualify for the IB Diploma Programme (IBDP) or the IBDP students that may fail to meet the diploma requirements.
10. Proforma letters that may be sent to parents of students that are failing to attend school regularly, or arriving late etc. These messages are followed up by heads of year and administration whenever necessary.
11. Students causing concern, especially in matters relating to Attitude to Learning (ATL) in one or more subjects may be put on a subject report or weekly report. The report has criteria that are filled in by teachers for every lesson. The report is also submitted to head of year and parents, by the students, on a daily basis.
12. Parents may also contact the counselling department in the centre by making an appointment. The counselling service is a paid for service.

- **Students**

1. The Parent and Student Handbook, which is provided to all parents and students in English or Chinese, it is available within the school to students at any time on the school server.
2. Students can contact their respective head of year (HOY) during the day (**note**: heads of year have minimal teaching responsibilities, and their role is mostly pastoral). The students can also contact heads of year afterschool by phone.
3. The centre holds a weekly assembly for all students. Important information is communicated to students during this assembly. Besides the assembly, students have daily morning registration sessions where they are also given information of a daily basis.
4. Students may contact teachers outside of lessons.

5. The server, ManageBac, Edmodo and or email provides further means of communication between students and teachers (**note**: the meeting and communication must adhere to the school's Child Protection Policy)
6. The IB coordinator has regular meetings with IBDP students concerning various aspects of the IB Diploma Programme
7. CAS Coordinator regularly holds meetings with students concerning CAS part of the programme.
8. It is expected that students shall relay information to parents on a regular basis about school activities and events that affect them
9. Students shall pass on written communication from the school to their parent(s) and return the same, duly completed, where required.

- **Teachers**

1. There is a daily Morning Briefing, where any issues for the day or looming deadline are communicated to staff
2. The is a weekly Staff Meeting on Friday, which allows the centre to discuss pedagogical, developmental, pastoral and administrative issues
3. The Centre Principal(CP) and teachers develop target which is recorded in the TAER form
4. Staff are organised in departments and regularly hold departmental meetings.
5. The Heads of Department have a weekly meeting with the Centre Principal (CP), Centre Director (CD) and IB Coordinator
6. School administration appraises staff members and gives a written report; new staff members are appraised four times in their first year. The appraisal process involves pre-observation meeting, the observation, the post-observation meeting as well as the written report. Besides this, there are walkthroughs by the centre principal and peer observations. The peer observations are meant to pedagogically enrich and nurture staff members in a non-threatening manner.
7. The Academic Quality Managers (AQMs) appraises all staff yearly and give them a written report. Faculty who are struggling maybe given extra support by the AQM team.

- **Counsellors**

1. School counsellors are invited to the weekly staff meetings
2. The Head of Counselling, Centre Liaison Officer (CLO), is a participant in Senior Management Team (SMT) meetings
3. The CLO has regular meetings with CP and CD
4. The counselling department in the centre have frequent meetings with parents and students concerning various aspects of their students' life, including assistance in subject choices and applications to universities
5. The Head of counselling is the line manager of the CAS Coordinator and this ensures that CAS has a voice at SMT

- **Dipont Education Group.**

Dipont Education Group works with the centre and other centres in China to provide educational support, professional development, quality management and Human Resource(HR).

1. The Centre Principal meets with the Deputy Academic Director (DAD) from Dipont Education Group to fix yearly targets at the beginning of the year. The DAD then visits the centre later in the year to carry out a systems and policies check.
2. The Centre Principal attends four meetings annually with other Center Principals from various centres with Dipont Education SMT
3. All teaching staff attend a yearly meeting with Dipont Education Management group
4. The CLO is directly responsible to Dipont Education Group. She communicates and reports matters concerning the centre to Dipont Education SMT.

- **The main school**

1. The Centre Director (CD) liaises with the main school. She is directly answerable to the overall Head of School, and works with the Vice Head of School responsible for International affairs.
2. The CD writes regular reports to the main School SMT
3. The CD attends monthly meetings with the main School SMT
4. The overall Head of School visits the centre and arranges ad-hoc meetings when necessary.
5. The centre does demonstration lessons so that teachers in the Chinese national curriculum, administrators from the main school and teacher training students from the Northeast Normal University can observe IB lessons and ask questions of the staff and administration.

- **IBO**

1. The IB Coordinator (IBC) shall be the main liaison personnel between the centre and IBO concerning matters relating to the IBDP offered by the school.
2. Both the CP and the CD shall be registered as Admin Assistant on IBIS to provide support to the IB coordinator whenever necessary, as well as deal with IBDP related matters when necessary.
3. The IBC will be responsible for communicating changes in IB practices with HOD and staff in general; for example communicating information from the coordinators notes.

**Notes**
The centre believes that it communicates with all the important stakeholders and this is addressed in the policy above.

Communication to parents is organised through the Heads of Year (HOY). HOY have little or no teaching duties and are employed both to communicate with parents and as pastoral staff for students. The HOY are in daily contact with parents and ensure that parents and students have access to information, for example the Parent and Student Handbook which they have translated into Chinese. The HOY also arrange for meetings between parents and the centre. Parents are encouraged to arrange meetings with teachers or administration through the HOYs;  this is, in addition, to the regular meetings.

# ADMISSION POLICY

- Any student, regardless of nationality, who meets admissions requirements, can apply to the school.
- The centre administers its own entrance test in order to judge the academic potential of students. Students with high rankings from the main school may be exempt from this taking test.
- The centre will allow entry of national students on the basis Zhong Kao score or an examination set by the centre based on Zhong Kao
- The school will also use student academic records obtained at previous institutions and reserves the right to administer further examinations if necessary to make sure that applicants are suitable for the centre.
- A team made up of the Centre Director, Centre Principal, IB DP Coordinator and representative IB staff member will interview all students.
- Data from examinations and interviews will be analysed, collated and ranked and offers will be made.
- Offers are dependent upon other entry requirements being met; tuition payment, dormitory registration and military training (for national students).
- Non-Chinese nationals are welcome to apply to The Centre and are exempt from the military training requirement.
- Some students may be admitted to the programme through channels not nentioned above.
- Students will only be allowed in the programme if their application indicates they have a reasonable possibility of success in the IB programme – note all students entered into the programme are expected to move from the pre-IB programme to the full diploma only in unusual circumstances will students be move to a certificate programme

## ENTRY TO CLASSES

When admitted, students are given timetables and allocated to tutor groups. Most students will join Pre-IB (PIB) although it is possible for academically able students who have the required level of education to join the IB programme. Students will not be permitted to join the second year of the IB programme unless they are transferring from another IB Centre.

## CASUAL APPLICATIONS

Any applications for places outside the normal recruitment period will be managed by the CD and CP.

## ENTRY INTO IB CLASSES

- Students will only be allowed to move from Pri-IB (PIB) to the Diploma programme on successful completion of PIB, the minimum standard expected is that students should achieve at least CCD in English (2$^{nd}$ language) Maths and Combined Science IGCSE this is interpreted flexibly i.e. CDC or DCC would be equally acceptable.
- Students are interviewed by the CP and IBC to help place them in classes students are also advised by the counselling team. Students are allowed to take any combination of subjects that the timetable will allow and that the they have a reasonable chance of success. For example students will not usually be allowed to take HL maths unless they have an A in IGCSE Maths.
- The subject that are available is listed in the Parent and Student Handbook (4.3) and the Staff Handbook (5.3)

LANGUAGES

Most students entering the programme will be first language Chinese speakers and PIB will be there first experience of being taught in English; therefore for most students Chinese A and English B will be the most appropriate language combination. However, students with different needs will be supported. Students may take self-taught languages, and the centre will assign a supervisor and if possible find further support. Students may also use Pamoja online courses. Chinese students who have the English skills necessary to be successful at English A2 will be supported with a supervisor, support for A2 English classes and may also use Pamoja online courses

## 1.0.    Definition and Rationale

At the High School Attached to Northeast Normal University (HSANNU), Assessment is considered as : The process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences. Assessment is primarily concerned with providing guidance and feedback to a learner regarding their learning. This shall include assessment of Knowledge, Skills and Attitude.

The main objective of assessment tools employed shall be to allow government officials, administrators, teachers, and students to make informed decisions about how best to help students learn and achieve. It shall Constitutes evidence on which a judgement may be based.

With the above in mind HSANNU recognises that students
   ❖ Have differing preferred learning styles;
   ❖ May have different cultural experiences, expectations and needs;
   ❖ Perform differently according to the context of learning;
   ❖ Need to know their achievements and areas for improvement in the learning process;
   ❖ Should receive feedback that is constructive.

It is understood that Assessment is central to the development of student learning and forms part of good teaching practice. It is our belief that student achievements should be celebrated. Their development, progress and areas of weakness must be identified, realistic targets set and action taken.

## 2.0.    Principles and Practice

HSANNU recognizes that teaching, learning and assessment of that learning are fundamentally interdependent. Learning outcomes, which include knowledge and understanding of a subject as well as cognitive, personal and academic skills, should be explicitly stated for each unit of work/assignment/course, and these should be the pivot around which the whole course is developed.

We believe that assessment should
- ❖ Monitor the progress of student learning and achievement;
- ❖ Produce coherent feedback for students, parents and external institutions; and
- ❖ Inform curriculum and assessment review.

HSANNU recognises the key elements of formative assessment as:
1. Establishment of a classroom culture that encourages interaction and the use of assessment tools.
2. Establishment of learning goals, and tracking of individual student progress toward those goals.
3. Use of varied instruction methods to meet diverse student needs.
4. Use of varied approaches to assessing student understanding.
5. Feedback on student performance and adaptation of instruction to meet identified needs.
6. Active involvement of students in the learning process.

Assessment should actively involve all learners. We interpret this to be exemplified by:
- the development of teaching and learning strategies based on assessment
- stating  lesson aims that provide a reference for students' self-assessment and for plenary discussions
- habitually engaging students in discussion of their own work
- assessment being central to the learning process by underpinning the organisation of classes, allocation of time and other resources
- assessment being based on information that is both relevant and manageable
- identifying needs, motivating learners and celebrating achievement through regular marking/assessment of students' work and feedback using both celebratory comments and constructive criticism
- using formative assessment to evaluate teaching and making changes in methods and resources
- using summative assessment to make judgments about the level of a student's attainment at particular times for the purpose of giving guidance to students and writing reports
- involving students in setting realistic targets for improvement and building on prior attainment
- building an academic assessment profile of our students as they progress through the school in order to refine the tracking of students' progress towards IGCSE and IB examinations

- identifying students who are under-achieving so that they can be monitored and mentored
- providing ongoing, informal and formal teacher assessment

### 2.1. Aims
- Generate valid data that enables judgments to be made on the performance of classes relative to their potential and to compare performance between classes, subjects and other schools and academies.
- Standardise and ensure adherence to the marking procedures throughout the school
- Develop students' independence and encourage high expectations.
- Raise standards of achievement across the school
- Inform planning, particularly that of appropriate activities matched to the individual needs of students
- Monitor each student's progress and attainment
- Assist with the setting of targets for individual students
- Inform parents of progress made by their child and  identify strengths and weaknesses
- Judge the school's effectiveness in adding value to a student's level of attainment.

#### 2.1.1. Students
Assessment should enable **Students:**
- ❖ to improve their achievement
- ❖ to be involved in their own learning
- ❖ to be motivated to achieve their full potential.

#### 2.1.2. Teachers
Assessment should enable **Teachers:**
- ❖ to assess progress and adapt planning as required
- ❖ to evaluate their students' learning needs
- ❖ to ensure that students know how to improve the standard of their work
- ❖ to evaluate teaching and learning styles and outcomes
- ❖ to review and change practice
- ❖ to meet statutory requirements.

#### 2.1.3. Parents
Reporting of assessment should enable **Parents:**
- ❖ to be involved in their child's learning
- ❖ to understand and encourage the progress their child is making
- ❖ to check their child's progress through the two year BDP.

### 2.2. Actions

#### 2.2.1. Academic excellence:

We strive to establish and maintain high expectations of our students. We set them work that challenges and inspires them. We engage them in high-level thinking. We set them targets for improvement that will lead them to their individual goals. We ensure that students know what standards of work are expected at each level and what will constitute excellent work for them as individuals.

#### 2.2.2. Respect for individuality:

We recognize that every student has different learning needs. We provide them with opportunities to learn in a style that will maximize their development. We differentiate the work that is provided and make every effort to tailor activities to meet student needs. We value and celebrate self-expression, opinions and ideas. We take account of individual personalities and cultural backgrounds in all of our dealings with students.

#### 2.2.3. Celebrate achievement:

We ensure that students are praised and rewarded for the steps they take in their learning. We place a high value on students working hard and developing academically as well as students who achieve the highest attainment levels. We promote the philosophy of intrinsic motivation that 'achievement is its own reward'.

### 3.0. Facilitation of Assessment and Support:

#### 3.1. The Centre Principal

The Centre Principal is responsible for the management and monitoring of this policy and associated practices and for the analysis of any data generated that leads to further initiatives to improve teaching and learning.

The Centre Principal shall

- ❖ Ensure that Internet and library access is available on campus, both during and immediately after school hours
- ❖ Make this policy available to everybody involved.
- ❖ With the assistance of the IBDP Coordinator, shall make sure policy complies with IBDP assessment rules and regulations of IB
- ❖ Train (new) teachers in working within this policy,
- ❖ Initiate annual review of policy,
- ❖ Ensure all involved comply with policy.

#### 3.2. Head of departments (HOD) Responsibility

- ❖ Ensure that assessment data is compiled accurately by members of their team to ensure that students' progress can be effectively monitored and tracked with interventions planned appropriately

- ❖ Organise standardisation by departments in order to be able to moderate across the year group and ensure a consistent standard
- ❖ Monitor the use of assessment and feedback across their department as part of ongoing quality assurance work.
- ❖ Ensure student-friendly descriptors are used across the department
- ❖ Ensure assessments take place as required by the school
- ❖ Ensure consistency across the department
- ❖ Relate assessments to programmes of study
- ❖ Assessment results are collected by the department, and monitored for patterns, results of vulnerable groups
- ❖ Intervention is planned in response to results
- ❖ Ensure that subject specific assessment criteria are in place for their team.
- ❖ Ensure that their department are clear on assessment, feedback and marking procedures.

### 3.3.    Head of Year (HOY) Responsibilities

- ❖ Communicate students performance to parents
- ❖ Organize parents meetings after grading points
- ❖ Link the assessment system to the pastoral system so that students are supported in meeting their academic potential
- ❖ Communicate with subject teachers so that both students and teachers are supported by the pastoral system

### 3.4.    Teacher Responsibilities

When using an IB Diploma mark scheme, ideally grading will follow the published mark scheme. However, it may be necessary to make a change to ensure that this is in line with any changes in the questions to address the skills a teacher is interested in. Teachers will consult subject guides, mark schemes and Examiners Reports through My IB and related documents that shall be store in the school server for current grade boundaries and criteria.

**HSANNU expects that teachers Shall**

- ❖ Clearly identify the requirements for each piece of work, providing students with task specific clarification of relevant assessment criteria/rubrics;
- ❖ Give clear instructions and make sure students understand the purpose of assessed work.
- ❖ Provide adequate access to any materials necessary for the successful completion of any assessment task, be it at school or at home;
- ❖ Ensure the assessed work is achievable with home resources, if work to be assessed is to be done at home
- ❖ Provide adequate time for students to complete any given each assessment task;

- ❖ Assess all work appropriately and give constructive feedback on student work in good time.
- ❖ Ensure that assessment informs and supports teaching and learning, while maintaining appropriate records in their subject area
- ❖ Use simple rubrics, where applicable, to guide students to success and for consistency in marking
- ❖ Participate in the target setting process
- ❖ Develop students' ability to carry out self-assessment, evaluate their own work and that of their peers

### 3.5. Parents and Family Responsibilities

The school encourages parents to offer constructive and positive support as their children complete their school work. However, this support should not go so far as to compromise the authenticity of the child's work.

Parent are expected to
- ❖ monitor student's organisation and daily tasks;
- ❖ be supportive when the student becomes frustrated with challenging school assignments;
- ❖ contact Head of Year to stay well informed about the student's learning process;
- ❖ ensure students spend at least 2 hours a week on personal reading;
- ❖ ensure students get sufficient sleep even during exam sessions;
- ❖ provide a quiet and well-lit study space at home;
- ❖ Provide adequate and uninterrupted time for students to complete their school tasks;
- ❖ provide or arrange for access to a computer;
- ❖ provide access to academic materials like books, library and Internet.

### 3.6. Student Responsibilities

HSANNU expects each student to
- ❖ Be on-time to class and fully prepared with all the appropriate materials for class work and assessment activities;
- ❖ Respect others' right to learn and to collaborate constructively with peers;
- ❖ Submit any required work—homework, class work, assignments and projects, etc.—on time and with due diligence;
- ❖ Present work neatly and appropriately, i.e. general written work should be completed in blue or black ink, and diagrams should be in pencil and/or coloured pencils, where appropriate.
- ❖ Keep a record of homework in the student diary
- ❖ Be sure all assignments are clear; don't be afraid to ask questions if necessary
- ❖ Set aside a regular time for studying during and after school hours, in a quite well-lit study area
- ❖ Ensure that given assignments reflect their independent work and ability.
- ❖ Endeavour to produce neat quality work.

❖ Ensure that given tasks are done according to the given instructions, are completed and submitted on time.

## 4.0. Internal and External Assessment

Internal and External assessment is a feature of the IB Diploma Program. Internal assessment is undertaken by all teachers, for various purposes, whereas external assessment involves teachers and/or coordinators sending candidate work to IB examiners for assessment. This includes the written examinations at the end of the two years IB Diploma Program. Both internal and external assessment results shall be used to improve subsequent teaching and learning.

Assessment is an essential part of the instructional cycle. It provides information about student learning and development, as well as a framework for planning, self-reflection, and collaboration.

Students' learning is promoted through:
- Assessing prior knowledge and experience
- Differentiating instruction to meet individual needs
- Engaging learners in reflection to determine strengths and weaknesses and to set goals
- Providing feedback for students
- Expanding student learning opportunities
- Building a profile of children's understanding

Information about student learning is provided through
- Examples of student work or performances
- Statistics relating to benchmarks and/or rubrics or test scores
- Test results

Program evaluation uses a variety of student assessments to:
- Assess the levels of students' current knowledge and experience before embarking on new learning
- Assess new learning
- Guide teacher planning and presentation
- Assess student performance relative to national, state, and local standards as well as IBDP expectations
- Focus on closing the achievement gaps among students

The school shall employ various forms of assessment consistent with the IBDP assessment requirements

### 4.1. Forms of Assessment

To help students reach their full potential, both formative and summative assessment practices should contribute to this.

### 4.1.1. Formative assessment (Assessment for Learning - AfL) :

Formative assessment is woven into the daily learning process. It provides teachers and students with information about how the learning is developing. It helps the teacher to plan the next stage of learning. The formative classroom assessment, among others, include class work, critique, discussions, homework, quiz, experiment/practical report, observations of behaviour, portfolio and project, debate, field trip, presentations , written response, teacher generated tests, IBDP generated tests, questioning, rubric, student-self assessment, peer collaboration, etc.

- ➢ To aid Learning and/or improve teaching
- ➢ During the course.
- ➢ Providing the student with his/her progress.
- ➢ Providing the teacher with data for modification of his/her teaching.

Assessment shall support learning as well as measure the outcomes. Effective assessment for learning enables students to understand how to improve their work by:

#### 4.1.1.1. Consistency
- focusing on how students learn in every lesson
- recognising all educational achievement.
- AfL being central to classroom practice, including:
  - Learning outcomes
  - Use of success criteria
  - Formative comments
  - Questioning to assess progress

#### 4.1.1.2. Clarity
- helping students to understand the assessment criteria before an assignment is begun;
- telling students what they have done well and linking clearly to assessment criteria.

#### 4.1.1.3. Continuity
- telling students how to improve their work;
- making available examples of work which do meet the criteria so students can see how to improve their own work;
- ensuring assessment is part of effective planning for future lessons / Schemes of Work / particular intervention

### 4.1.2. Summative assessment (Assessment of Learning - AoL):

Summative assessment occurs at the end of a teaching and learning cycle. Students are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts. E.g. Research**,** Examinations, tests, major projects, Internal Assessment (IA), ToK presentation, etc

- ➢ At the end of semesters - students' achievement after instruction
- ➢ For placing the student in order of merit – Setting of students.

➢ For IBDP certification at the end of each academic years.
Formal Summative Assessment refers to the assessment directly contributing to the to the final diploma qualification.

(a) Most of this is **externally assessed**, and includes examinations or work complotted during the course and then sent to a designated external **examiner**.

(b) Some formal summative assessments are **internally assessed**, requiring the teacher to mark the work to the criteria conforming to IB standard. The standard is then confirmed or moderated by an **external moderator**

## 5.0.    Reports and Grade Transcripts - Awarding Semester Grades

Reporting on assessment includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties.

Reporting to parents, students and teachers occurs through

### 5.1.    Grades
- There are four formal grading points each academic year (twice each semester).
- Grades are awarded for criteria-referenced tasks translated into final 7 (high)-1 (low) reported grades by measuring performance against moderated grade boundaries, based on boundaries published annually by IB.
- Heads of Department shall have these criteria clearly identified in their curriculum documentation.

### 5.2.    Written reports
Full reports are written once a year for each year group
- IB1: Full report at the end the year
- IB2: Full Report after the Trial Examination

### 5.3.    Conferences
- There is a parents meeting after each grading session, where parents meet with heads of year and student grades are issued to the parents
- Parent - teacher conferences are held are once a year per year group

### 5.4.    The schedule of Assessment and Reporting:

The schedule is as shown below.

| Period \ Year group | IB1 | IB2 |
|---|---|---|
| **Mid-Semester 1** | Assessment<br>Grading point<br>Parent-Teacher Meeting | Assessment<br>Internal Examinations*<br>Grading point<br>Parent-Teacher Meeting |
| **End of Semester 1 (January)** | Internal Examinations*<br>Grading point | |
| **Mid-Semester 2 (February – March)** | Assessment<br>Grading point | Trial Exam*<br>1. Grading point<br>2. Written report<br>3. Parent teacher meeting |
| **End of Semester 2 (May – June)** | End of Year Examination*<br>Grading point*<br>Written report<br>Parent-Teacher Meeting | IB External Examinations |
| **July/August** | | IB results |

* Cumulative based on all work covered to date during that year.


**6.0. Tests and Examinations**
The four formal grading points each academic year are preceded by timetabled formal assessments (see details in preceding table). Teachers may wish to carry out other assessments of varying nature outside of this schedule. It is recognised that the nature of assessment in subjects which are content based and those which are skills based differ.

Tests at mid-semester may reflect discrete units of work covered in the preceding half semester. However, examinations at the end of each semester must be cumulative, assessing all content and skills covered to date. Thus, this assessment will give a good indication of each student's overall achievement ( *'where they are at now'*).

The form and nature of questions in examinations should, where possible, reflect those of the IBDP external examination in the course being studied, in both style and content. Through this, the aim is to give a realistic appraisal of each student's likely performance at the end of the course.


#### 6.1. Examination Guidelines
The school shall run formal timetabled examinations under the following Examinations Guidelines

### 6.1.1. General

1. When instructed to enter the examination room, students must do so in a quiet and orderly manner.

2. No form of refreshment, except water carried in a transparent re-sealable container, may be taken into the examination room.

3. Students may take to their desk/table only the following items:

   ✓ General stationery (for example, pens, pencils, coloured pencils, an eraser, geometry instruments and a ruler). Pencil cases must be clear (transparent);

   ✓ Other materials specified by the school as required for a particular examination (for example, an electronic calculator).

4. The examination supervisor will decide where each student will sit during an examination.

5. Students must remain seated until permission is given to leave the examination room.

6. The instructions of the examination supervisor must be obeyed. The examination supervisor has the right to expel from the examination room any student whose behaviour is interfering with the proper conduct of the examinations.

### 6.1.2. Late arrival

7. No additional time will be allowed for students arriving late for the examination.

### 6.1.3. Temporary absence

8. During a temporary absence, a student must not take any material out of the examination room, have access to material during the absence, or return with any material.

### 6.1.4. Malpractice

9. During the examination, and at other times specified by the examination supervisor, a student must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in no grade being awarded for the examination.

10. If a student finds that he or she has accidentally taken unauthorized material (papers, books, notes of any kind) into an examination, this material must be given to the examination supervisor immediately. Failure to do so may lead to no grade being awarded for the examination.

11.  If a teacher suspects malpractice, he/she will refer to the school's Academic Honesty Policy for guidance.

### 6.1.5.   Early departures

12.  Students will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour 15 minutes, students will not be allowed to leave during the examination.

13.  If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return.

### 6.1.6.   End of the examination

14.  No examination materials—examination papers, answer papers, rough working—may be taken out of the examination hall.

15.  Students must leave the examination room in a quiet and orderly manner.


## 6.2.   Achievement Grading

Each subject teacher will need to identify, at the start of a course, a transparent system to demonstrate to students how their achievement grade at each grading point will be calculated. This must adhere to the constraints outlined below. Any components used should be seen as reliable and valid measures of student achievement. Components may include previous assessments, including but not limited to class tests, pop quizzes, IA tasks, or other assessed work. Teachers should guard against the use of homework tasks for which independent student work cannot be readily verified. No component reflecting effort or commitment should contribute to the achievement grade as this will be reflected in the attitude to learning grade. Where two or more teachers are delivering the same course to different groups, this must be the same for each group.

Within each reporting period the timetabled formal assessment will contribute at least 70% of the achievement grade at that grading point. It is up to each subject to define clearly what other assessments contribute to the remaining percentage.

Note that mid-semester grades only incorporate work covered since the previous grading point.

End of semester grades are cumulative with again the timetabled formal assessment contributing at least 70% of the achievement grade with the remainder including, if desired, results from earlier in the course at the discretion of the subject teachers. However, it is recognised that the

cumulative nature of this most recent assessment may make previous results redundant.

Where formal internal assessment components have been completed, these should contribute towards the achievement grade.

### 6.3.    Attitude to Learning (ATL)

All students are given a grading based on their attitude to learning over time. Attitude to Learning does not only incorporates aspects of individual's effort and behaviour; but it also takes into consideration the aspects of a student's initiative to take responsibility for their own learning while at the same time positively contributing towards the learning of others.

These grading for attitudes to learning are:
Excellent/Outstanding(**E**),    Good(**G**), Some cause for concern(**S**) and Unsatisfactory(**U**).
The grade descriptors for Attitude to Learning are as shown below.

Excellent/Outstanding attitude **- E:** A student's attitude to learning is conscientious and diligent.

- Contributes positively to their own and others' learning
- demonstrates initiative and actively participates in all learning activities
- regularly makes voluntary contributions to discussions as well as support others in their learning
- consistently pays attention and responds to instruction and advice
- consistently meets deadlines
- always presents work completed with a high level of care and attention.
- always arrives fully equipped and punctual for lessons
- sometimes does additional work – "goes the extra mile"!

Good attitude **- G:** A student's attitude to learning is pro-active

- contributes positively to their own learning and has high aspirations
- actively participates in all learning activities
- regularly makes contributions to discussions
- pays attention and responds to instruction and advice
- consistently meets deadlines
- presents work completed with due care and attention
- always arrives well equipped and punctual for the lesson

**S**ome cause for concern attitude **- S**: A student's attitude to learning shows a willingness to learn but he or she
can often be passive rather than pro-active in applying themselves to their own learning

- does not meet challenges with a positive attitude
- lacks resilience and is content with completing the minimum requirements
- makes contributions when prompted
- shows willingness to act on advice
- consistently meets deadlines
- presentation of work just acceptable
- usually arrives prepared for the lesson

**U**nacceptable attitude – **U**: A student may not complete tasks fully, and require a significant level of monitoring to ensure that concentration is maintained.

- The inconsistent behaviour of student limits their own and others' progress.
- can be negative about participation in learning activities
- rarely contributes to discussions
- needs regular prompts to complete work
- regularly fails to meet deadlines
- can be disengaged and only rarely demonstrate interest in topics or pride in work produced.
- demonstrates little or no effort in presentation of work
- often arrives unprepared for lessons

### 6.4.      Conferences/Meetings

Parents, students, and teachers are all valued partners in the reporting process and in sharing the responsibility both for learning and for accounting student progress. Pathways for communication need to be open and reciprocal.

HSANNU builds parent-teacher meetings into the annual school calendar. The Parent-Teacher meetings give an opportunity for extended dialogue between parents, students and teachers to follow up on issues related to student performance highlighted in the grade transcripts.

Participation by all parents is strongly encouraged and meetings with teachers outside of this schedule are always welcome. In addition, we provide many opportunities throughout the school year for conferencing. Parents, teachers, and/or students may participate, depending upon the purpose.

### 7.0.      Submission of Student Work

Students' work may be submitted as hard copies or electronic copies, handwritten or typed depending on the requirements stated when the task was assigned to students.

Teachers may use Edmodo or ManageBac to assign tasks to students, where both parents and school management will have access to view the tasks assigned to students. However, all summative assessment that is either marked internally and moderated externally or fully marked and moderated externally must be submitted though the ManageBac calendar. Turnitin link on ManageBac should be enabled for plagiarism. Students should be informed by their school email, which linked to ManageBac.

ManageBac notification should include the following features:

- ❖ Indication of task content and conceptual understandings;
- ❖ Form of the task, e.g. subject IA, an essay, report, presentation, podcast, oral, performance, etc.
- ❖ Task's due date.

### 7.1. Time, Procedure, Penalties

All work is expected to be submitted on or before the specified due date which shall either be on the notification assessment sheet, Edmodo or on the ManageBac calendar. Work must be handed to the relevant teacher or submitted on line when requested. It is the responsibility of the student to ensure that work has been received by their teacher.

### 7.2. Late Work

Students are expected to have a diary with them in class and it is their responsibility to record due dates for all homework tasks and assignments.

There will be consequences for late submission of work. This be determined by the professional judgment of subject teachers and may take into consideration factors such as:

- ▪ Previous occurrences;
- ▪ The student's academic history (e.g. whether the student has specific learning needs);
- ▪ Other personal circumstances.

Students who miss homework due to illness or other absence have a responsibility to make up missed work. This should be negotiated on an individual basis with class teachers.

Teachers are encouraged to liaise with Heads of Department, Heads of Year and/or the IBDP Coordinator if they have concerns over late/non-submission of student work.

### 8.0. Inclusive Assessment Arrangement

Our assessment shall take into consideration students with needs, to access the curriculum and the school learning environment. A student is considered for Inclusion if he / she has difficulty in learning compared to the other students of the same class

or age, or has a condition that hinders in making use of the educational facilities and supported system provided to students generally in school

HSANNU shall consider special assessment arrangements consistent with IBDP inclusive assessment
This may arrangement s may include:
- ❖ Additional time
- ❖ Rest periods
- ❖ Prompters
- ❖ Extensions to deadlines
- ❖ Scaffolding, in practical work and
- ❖ Modifications to examination papers or assignment, etc.

The special arrangement shall be borne from evidence from:
- a) Student's psychological / psycho-educational / medical reports (reports taken within last two years)
  - ▪ Standard scores required in psychological reports
  - ▪ Areas assessed may be in line with the learning support requirements.
- b) Educational evidences.
  - ▪ Teacher (S) observations from the previous school (if possible)
  - ▪ Sample of work
  - ▪ Evidence of access in previous school / year groups / grades (if already had access to learning support)

The access arrangement shall be communicated to IBO through the IBDP coordinator, so that a student is accommodated for their externally assessed work.

## 9.0.     Standardized Assessment
The school undertakes internal standardisation process, which is a collaborative process by which teachers within the school consider work produced by their own students and, using pre-determined criteria, reach a common agreement on standards as being typical of work at a particular level.

The purpose of this is to monitor standards and to ensure consistent and reliable assessment decisions across all staff, ensuring that all assessment requirements of the qualification are met.
Through internal standardisation the school checks the quality of assessment to make sure that it is:
- • valid
- • authentic
- • current
- • reliable
This is done to promote:

- a common understanding of standards;
- a common understanding of approaches to assessment in that all teachers engaged in making judgments are working in comparable ways to the agreed set of criteria and standards;
- an agreed application of standards when assessing pupil work.

## 10.0. Command Terms used in Assessment:

As published in Diploma Programme: From principles into practice For use from August 2015, Teachers, Students and Parents need to familiar with the following key terms and phrases used by HSANNU in assessment of students' work and in examination questions. The key terms are to be understood as described below. Although these terms will be used frequently in examination questions and other forms of assessment, other terms may be used to direct students to present an argument in a specific way. Understanding the meaning and usage of these terms will assist students in satisfying the assessment criteria set for a question.

1. **Analyse:** Break down in order to bring out the essential elements or structure.

2. **Annotate**: Add brief notes to a diagram or graph.

3. **Apply:** Use an idea, equation, principle, theory or law in relation to a given problem or issue.

4. **Calculate:** Obtain a numerical answer showing the relevant stages in the working.

5. **Classify:** Arrange or order by class or category.

6. **Comment:** Give a judgment based on a given statement or result of a calculation.

7. **Compare:** Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.

8. **Compare and contrast:** Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.

9. **Construct:** Display information in a diagrammatic or logical form.

10. **Contrast:** Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.

11. **Deduce:** Reach a conclusion from the information given.

12. **Define:** Give the precise meaning of a word, phrase, concept or physical quantity.

13. **Demonstrate:** Make clear by reasoning or evidence, illustrating with examples or practical application.

14. **Derive:** Manipulate a mathematical relationship to give a new equation or relationship.

15. **Describe:** Give a detailed account.

16. **Design:** Produce a plan, simulation or model.

17. **Determine:** Obtain the only possible answer.

18. **Differentiate:** Obtain the derivative of a function.

19. **Discuss:** Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.

20. **Distinguish:** Make clear the differences between two or more concepts or items

21. **Draw:** Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.

22. **Estimate:** Obtain an approximate value.

23. **Evaluate:** Make an appraisal by weighing up the strengths and limitations.

24. **Examine:** Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.

25. **Explain:** Give a detailed account including reasons or causes.

26. **Explore:** Undertake a systematic process of discovery.

27. **Find:** Obtain an answer showing relevant stages in the working.

28. **Formulate:** Express precisely and systematically the relevant concept(s) or argument(s).

29. **Hence:** Use the preceding work to obtain the required result.

30. **Hence or otherwise:** It is suggested that the preceding work is used, but other methods could also receive credit.

31. **Identify:** Provide an answer from a number of possibilities.

32. **Integrate:** Obtain the integral of a function.

33. **Interpret:** Use knowledge and understanding to recognize trends and draw conclusions from given information.

34. **Investigate:** Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.

35. **Justify:** Give valid reasons or evidence to support an answer or conclusion.

36. **Label:** Add labels to a diagram.

37. **List:** Give a sequence of brief answers with no explanation.

38. **Measure:** Obtain a value for a quantity.

39. **Outline:** Give a brief account or summary.

40. **Plot:** Mark the position of points on a diagram.

41. **Predict:** Give an expected result.

42. **Present:** Offer for display, observation, examination or consideration.

43. **Prove:** Use a sequence of logical steps to obtain the required result in a formal way.

44. **Show:** Give the steps in a calculation or derivation.

45. **Show that:** Obtain the required result (possibly using information given) without the formality of proof. "Show that" questions do not generally require the use of a calculator.

46. **Sketch:** Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.

47. **Solve:** Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.

48. **State:** Give a specific name, value or other brief answer without explanation or calculation.

49. **Suggest:** Propose a solution, hypothesis or other possible answer.

50. **To what extent:** Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

51. **Trace:** Follow and record the action of an algorithm.

52. **Verify:** Provide evidence that validates the result.

53. **Write down:** Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown.

## 11.0. Policy Review

This policy will be reviewed annually by all staff. Changes will be made to ensure that this policy reflects best practice and is up to date.

**12.0.    List of Sources:**
1. The Assessment Policy has been developed using the following sources:
2. IB Published: Diploma Programme: From principles into practice For use from August 2015
3. IB published : Handbook of procedures for the Diploma Programme 2015
4. IB published : IB_Assessment_Access_English (IBO video)
5. IBDP From principles into practice, IB, 2009 & 2015
6. KiiT International  School Inclusive policy
7. Assessment Policy International Baccalaureate Diploma Programme Rio Mesa High School
8. OCR Internal Standardisation Guidelines
9. **Assessment, Marking and Feedback Policy, The Langley Academy**
10. Assessment and Reporting Policy for KS3, KS4 & KS5, Midsomer Norton Schools Partnership
11.