



Academic Honesty Policy

“Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.”

In developing this policy we encourage our school community to be:

- Inquirers who acquire the skills necessary to conduct inquiry and research
- Knowledgeable who explore concepts, ideas, issues and perspectives
- Principled who act with integrity and honesty; and take responsibility for their own actions
- Open-minded who are accustomed to seeking and evaluating a range of points of view
- Risk takers who are articulate in defending their beliefs
- Communicator- Who are able to express their ideas in a variety of modes of communication
- Reflective- who give a thoughtful consideration to their learning and experience
- Balanced- who understand the importance of intellectual, physical and emotional balance
- Caring- who show compassion, empathy and respect for each other and the environment
- Thinker- who have a critical and creative approach to complex problems

As a school community we promote academic honesty in a positive and practical way across our school and stress the benefits of properly conducted academic research and a respect for the integrity of all forms of work.

As a result, our policy aims to:

- Define concepts associated with academic honesty practices
- Define academic honesty and malpractice in the context of the IB
- Establish roles and responsibilities for *ALL*
- Outline K-12 Academic Honesty continuum
- Provide resources for education and prevention
- Outline penalties associated with academic dishonesty

Concepts:

- Academic honesty
- Authenticity
- Collaboration, cooperation, and creativity
- Copyright/copy left
- Intellectual property
- Malpractice
- Plagiarism, Collusion

Academic Honesty

- 1.1 Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.
- 1.2 All Diploma Programme candidates must understand the basic meaning and significance of concepts that relate to academic honesty, especially intellectual property and authenticity.
- 1.3 Candidates must at least be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law. By implementing measures to prevent plagiarism schools are helping to combat illegal out-of-school activities (for example, illegal music downloads, peer-to-peer/P2P file sharing) for which candidates may face legal proceedings.
- 1.4 In both conceptual and practical terms, candidates may not understand the difference between collaboration and collusion, and therefore require guidance. Collaboration may be loosely defined as working together on a common

aim with shared information, which is an open and cooperative behaviour that does not result in “allowing one's work to be copied or submitted for assessment by another”.

- 1.5 An authentic piece of work is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate's own language, expression and ideas. Where the ideas or work of another person are represented within a candidate's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.
- 1.6 Although the principles of academic honesty apply equally to all subjects, there are issues that are particularly relevant to the arts, where imitation, influence and inspiration have a respectable tradition. The observation of form and its resemblance to nature, or to another artist's work, is a skill to be nurtured. There is an expectation that candidates may be influenced by the work of other artists and writers, whose works may inspire the students' own creativity. Thus there are circumstances where the creative use of the work or ideas of another person is acceptable, but the original source must always be acknowledged. [The ideas conveyed in this section are based on a paper written by Nicholas Connolly (*Theatre and Academic Honesty*, 2008)].
- 1.7 Plagiarism is defined as the representation of the ideas or work of another person as the student's own. Copying a passage of text, translating this passage into another language, then using the translated text in their work without acknowledging its source still constitutes plagiarism.

Malpractice is defined as behavior which may result in someone gaining an unfair advantage over another such as:

- plagiarism
- collusion
- duplication
- Fabrication of data
- taking unauthorized material into an examination room
- misconduct during an examination
- exchanging information during examination
- failing to comply with the instructions of the invigilator
- stealing examination papers
- any other behaviour that gains an unfair advantage for a student

Roles and Responsibilities:

1. The Principal/ Coordinators

Understand and actively encourage academic honesty, promote a positive school culture, and provide resources to support academic honesty on the campus.

2. The Librarian

The IB Academic Honesty document states that the Teacher Librarian explicitly teaches academic honesty as part of their teaching programme across K-12.

3. Teachers

- Provide support for academic honesty across the three IB programmes
- Teachers give specific requirements as well as written examples of proper citation of a variety of sources in all subject areas.
- The need to acknowledge the source of data, works of art, computer programmes, photographs, diagrams, illustrations, maps, etc is also made clear to students by their subject teachers.
- The concepts of intellectual property and academic honesty include the use of footnotes or endnotes to acknowledge the source of an idea that is not the student's own
- Teachers, in conjunction with the teacher librarian, also provide support in research and study skills, and are available to offer further advice and guidance to students.

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- Assignments are structured to encourage the development of students' own ideas through problem solving, comparison, precise hypothesis, analysis etc.
- Teachers, to encourage ethical behaviour, may consider having students sign a declaration as a component of assignments stating that the work they submit for assessment is their own authentic work.
- Teachers observe the same procedures as students and actively use the MLA /Harvard style bibliographic convention when providing students with reference material

4. Parents

- Provide support by sharing the school's academic honesty policy with their children, encouraging ethical behaviour and monitoring students' work in the home such as: computer use, homework, or written assignments.
- IB students and their legal guardian receive a copy of the General Regulations and understand its content.

5. Students

- All students K-12 are instructed on the correct conventions of academic honesty and encouraged to show ethical behaviour and model digital citizenship in their studies.
- Students have a responsibility to adhere to both NISV and IB ethical guidelines and act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.
- Students take responsibility for their own actions and the consequences that accompany them.
- IB Diploma candidates should note that the IB checks candidates' work for plagiarism using a web-based plagiarism prevention service.

K-12 Academic Honesty Continuum

PYP	MYP	DP
<p>PYP framework provides opportunities for the development of academic honesty through-</p> <ul style="list-style-type: none"> • IB learner profile and fundamental concepts of PYP • Teachers designing in depth inquiries that require research , exploration, analysis and citations • Teachers as academically honest stake holders • Recognition of the work of others and ethical use of resources 	<p>Academic honesty is integral to an effective MYP.</p> <ul style="list-style-type: none"> • IB learner profile provides a basis for further development of the concept of academic honesty. • Approaches to Learning the MYP include enhancement of personal, social and technical skills • Academic honesty is the responsibility of all stake holders • <i>IB publication General Regulation MYP</i> offers guidance to develop an academic honesty policy 	<p>Academic honesty is stressed and reinforced throughout the programme.</p> <ul style="list-style-type: none"> • Candidates must understand the meaning and significance of concepts that relate to academic honesty, intellectual property and malpractice • <i>IB publication General Regulation DP</i> and <i>Hand Book of Procedures for DP</i> offers guidance to develop an academic honesty policy

Student Guidelines

PYP

The academically honest student agrees:

TO

- Acknowledge others' work, including group work
- Acknowledge information that is used from a variety of sources
- Acknowledges reference materials in a bibliography
- Knows what is cheating

NOT

- Copy from another student
- Do homework for another student
- Give another student his/her own work to copy.

In a cohesive and comprehensive way, students will receive instruction in:

1. Use of the Library and Internet.
2. Basic note taking skills.
3. Simple paraphrasing and adaptation of source material.
4. Simple ways to acknowledge information derived from a variety of sources, including electronic.
5. Writing a bibliography.

MYP

The academically honest student agrees:

TO

- Acknowledge the source of direct quotations.
- Acknowledge information taken from all sources.
- Acknowledges references in a bibliography.
- Uses in-text citation.
- Know what defines plagiarism.
- Know what defines cheating and abides by the rules.
- Follow all exam rules.

NOT

- Use notes during a test unless allowed by a teacher
- Copy from another student during a test
- Copy from the homework of another student
- Hand in work as his/her own that has been copied
- Do homework for another student
- Give another student his/her own work to copy.

In a cohesive and comprehensive way, students will receive instruction in:

1. Use of the Library and Internet, and critical evaluation.
2. Note taking skills.
3. Paraphrasing and adaptation of source material.
4. Ways to acknowledge informally in writing and speech.
5. Relevant use of direct quotations and citations, including in-text.
6. Ways to acknowledge information derived from variety of sources, including electronic.
7. Writing a bibliography.
8. What defines cheating and collusion.

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DP

The academically honest student agrees:

TO

- Keep and maintain accurate, personal course notes
- Acknowledge explicitly and appropriately help provided by another person
- Ask beforehand what kind of external help is permissible
- Acknowledge, in a specific manner, information taken from a variety of sources.
- Document source material in a formal and appropriate manner
- Use direct quotations appropriately
- Understand the concept of plagiarism
- Understand the consequences of malpractice regarding both school-based work and external examinations and assessments
- Follow all exam rules.

NOT

- Copy the internal assessment work of other students
- Give another student his/her work to copy
- Submit work done by another person
- Use notes during a test unless allowed by the teacher or permitted by the examination rules
- Purchase and submit pieces written by someone else
- Write essays for other students
- Present artistic or creative work in any medium that has literally been reproduced, except in a manner allowed by the teacher or permitted by the examination rules.

In a cohesive and comprehensive way, students will receive instruction in:

1. Formal skills for acknowledging source material based on standard practice (regarding such areas as footnotes, in-text citation and bibliographies, including annotated bibliographies).
2. Research writing techniques.
3. Data gathering techniques.
4. The planning, preparation and execution of research writing assignments.
5. Considering bias in reference material.
6. Techniques for acknowledging direct quotation with an in-text citation.
7. Skills of paraphrasing.
8. Techniques for acknowledging paraphrasing and the use of in-text citations.
9. Considering bias in reference materials.
10. Evaluation of a variety of sources.
11. Techniques for using translated material.

Sanctions

Sanctions against academic dishonesty may range from warning to dismissal depending on the seriousness of the offence. The penalties may include one or more of the following:

- The offence is recorded and a copy is placed in the student's file.
- A warning letter is issued, a copy of which is placed in the student's file.
- Receiving a zero in the piece of work or examination
- Suspension from regular lessons
- Being placed on probation for one or more semesters.

Adapted from

**Beijing City International School, Beijing, China.*

**Osaka International School of Kwansai Gakuin*

Essential and Recommended Resources:

IB Diploma Academic Honesty

The core reference document is the [IB Diploma Academic Honesty](#) document, updated July 2011. Although this publication is primarily a reference for the Diploma Programme, it is also a useful reference for the IB continuum.



Assessment Policy at NISV

IB PYP

1. Assessment Philosophy

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five elements of learning: The Acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitude and the decision to take action. The prime objective of assessment in the PYP is to promote feedback on the learning process. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. The PYP approach to assessment recognizes the importance of assessing the process of inquiry as well as the product(s) of inquiry, and aims to integrate and support both.

In the PYP years at NISV, we believe that assessment provides information through its diagnostic, formative and summative components. Assessment is ongoing, authentic, varied and purposeful. It is a collaborative and informative process that involves students, parents, teachers and the school community. Instructional and curricular decision making is driven by our assessments.

2. Aims of Assessment

- a) To promote students learning
- b) To collect information and evidence about student's learning
- c) To assist in the evaluation of the programme of students and help in redesigning

a) Assessment helps to promote student learning

Student learning is promoted through

- Student's prior knowledge and experience is assessed
- What are the student's areas of strength and how can we assist further growth?
- Planning the teaching and learning to meet individual or group needs
- Building a profile of student's understanding
- Involving students in the assessment process: reflection on their own learning, taking responsibility for their own learning, developing their ability to be self-critical and setting targets for consequent work, students also learn to critically assess the work of their peers by checking learning outcomes in relation to curriculum aims.

b) Collection of information about student learning

Information of student learning is collated as

- Examples of student's work and performance
- Examples of student reflection and evaluation
- Record of results

c) Evaluation of the effectiveness of the programme

Programme evaluation uses a variety of student assessment to

- Assess student's performance in relation to the general and specific expectation of the programme
- Assess student performance in relation to other groups
- Assess group performance in relation to other classes or groups both internally and externally.
- Inform to and get information from others (students, parents and colleagues)
- Redesign programme after feedback

Types of assessment

1. Diagnostic/pre-assessment: Diagnostic assessment prior to teaching helps teachers and students to find out what the students already know and can do.
2. Formative Assessment: This provides information that is used in order to plan the next stage of learning. Formative assessment is interwoven with learning and helps teachers and students to find out what they know and can do, so that further provocations can be provided in order to improve knowledge and understanding. It provides regular and frequent feedback to the teacher and the student. It helps teachers to strive to plan and provide challenging experiences and provocations to students in order to further construct meaning.
3. Summative Assessment: Summative assessment is the culmination of the teaching and learning process and takes place at the end to provide students with opportunities to demonstrate what they have learnt. It also shows how effectively students understand the central idea of the unit and promotes students to take action. It can assess several elements simultaneously and informs and improves student learning and the teaching process.
4. Assessment of the Essential Elements of the PYP: The five essential elements are assessed through the units of inquiry and are recorded on the planner for each unit.
 - Knowledge: assessment of the knowledge taken place in each unit is done through the Summative assessment. It reflects the understanding of the central idea making connections with the Transdisciplinary theme.
 - Skills, concepts and attitudes: Each unit provides opportunities for different skills, concepts and attitudes. Reflection on growth in these areas is recorded in the planners and self-assessments are done by the students
 - Action: Student action taken during the course of the unit and also that goes beyond the scope of the unit are recorded on the planner.
5. The 5th Grade exhibition: The 5th grade students are expected to develop and present their own collaborative unit of inquiry that showcases the five essential elements of the PYP (knowledge, skills, concepts, attitudes and action.) This is an opportunity for the students to exhibit the attributes of the learner profile which they have been developing throughout the Primary Years Programme.

3. Assessment Strategies and Tools

Strategies

Pre-Assessment: All teachers will assess student's prior knowledge and experience before embarking on new learning experiences in an appropriate way.

Observation: All students are observed regularly with teachers noting the growth and progress of individuals, the group and the whole class. Observations include how groups work and the role of participants within the group.

Performance Assessments: The assessment of goal directed tasks with established criteria that are authentic challenges and problems. Students apply what they have learned by completing authentic tasks that have more than one acceptable solution.

Process focused Assessments: Students are observed often and regularly by noting both typical as well as non-typical behavior, collecting multiple observations to enhance reliability and validity.

Selected Responses: Test and quizzes are the most familiar examples of this form of assessment.

Open ended tasks: Students are presented with a stimulus and asked to communicate an original response. The answer might be written, drawn diagram or a solution.

Tools

Checklist: These are lists of information, data, attributes or elements that should be present in student's work or performance.

Rubrics: An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in the student's work and then how to rate them on a predetermined scale. Rubrics can be developed by the students as well as the teacher.

Exemplars: Samples of student's work that serve as concrete standards against which other samples are judged.

Anecdotal Records: These are brief written notes based on observations of students. They need to be systematically compiled and organized.

Continuum: These are visual representation of the development stages of learning. They show a progression of achievement or identify where a student is in a progress.

4. Implementation of Assessment

- **Ongoing communication:**
Teachers can be contacted by e-mail or through mobiles. Teachers send fortnightly blogs to parents. Roll on and Roll off sessions of units are held at regular intervals.
- **Individual meetings with teachers:**
This is by appointment to discuss student performance and progress or any other issue pertaining to the student.
- **Teacher Parent Conferences**
This is held 3 times a year from grade 1-5 and once every month from Nursery to Prep Senior. The purpose of this conference is to discuss and identify social, emotional and academic strengths and areas for improvement.
- **Student- Led Conference:**
This is held 4 times a year. Some of the personal development dialogues take the form of student-led conferences where the student discusses his/her work and progress with the parent. Future goals are identified and set by the student in conjunction with the parent and the teacher.
- **Teacher-student Conferences:**
These are usually informal and designed to give children feedback so they can reflect on their work and further refine and develop their skills. This encourages student learning.
- **Report Cards:**
The Report Cards are shown and given to parents once in each of the 2 semesters. The school will include commentary on student progress in the context of the PYP student profile in his reporting to parents.

- Portfolios:
 - Portfolios are a purposeful collection of a student's work that is designed to demonstrate success, growth, higher-order thinking, creativity and reflection.
 - Portfolios are a cumulative collection of student work that travels with the student from kindergarten to Grade 5. They are housed in the student's classroom and are accessible to the student and goes with the child upon leaving or graduation from the program.
 - The teacher and the student will select works from each unit as well as single-subject work pieces each semester. The student and teacher reflection for each piece of work will go into the portfolio.

IBMYP

1. Assessment Philosophy

Assessment is integral to all teaching and learning processes and supports holistic learning, intercultural awareness and communication skills of the students.

2. Aims of Assessment

It supports and encourages students learning by providing feedback on the learning process, helps in enhancing and improving teaching process, promotes positive attitude towards learning and deep understanding of subject content by supporting their inquiries in real world contexts using areas of interaction, promotes the development of higher order cognitive skills, reflects international mindedness of the programme by allowing the assessments to be set in a variety of cultural and linguistic contexts and supports holistic nature of the programme.

3. Assessment Strategies and Tools

Assessment in MYP is internal. Assessment tasks, strategies and tools are designed, developed and applied by the teachers working with the students. MYP assessment model is criterion related. The level of student's success in reaching the objectives of each subject group is measured in terms of levels of achievement described in each assessment criterion. Area of interaction is integral part of assessment but it is not graded.

The school encourages using variety of assessment strategies like observation (useful for assessing some attitudes and skills), selected response (useful to get instant feedback on understanding or misunderstanding), open ended tasks (useful to assess communication skills and could be combined with performance assessments), Performance (to assess the knowledge, skills, understanding and attitudes through criterion referenced tasks) during the programme-

a-Portfolio Assessment- Students and teachers maintain the record of the students learning achievements. The portfolio is used by teachers and students to evaluate the level of knowledge and understanding and learning skills and attitudes.

b-Term end Examination- At the end of each term, students appear in examination in all subject groups. The tasks are designed to consolidate their learning in one or more subject specific objectives which could be assessed in testing environment.

4. Implementation of Assessment

Students are assessed on all criteria at least twice in each term in all subject areas. Assessment tasks are designed to give students the scope to reach the highest level. Students are given multiple opportunities to reach the expected level of learning. Formative assessments support the learning process leading to summative assessment. A schedule is designed for a minimum number of diagnostic, formative and

summative assessments conducted over the two terms. However, students may be assessed a number of times depending on learning expectations and outcomes. To cater to varying learning styles and needs, the students are given the opportunity to use a variety of communication modes to showcase their learning outcomes. Varieties of tasks are developed to ensure that all objectives of the subjects are met. Tasks are age appropriate. Students are given task specific clarification in written or oral form to enable them to reach the highest level. Modified criteria are designed for the students of year 1, 2 and 3 based on interim objectives specified by IB. Students of year 4/5 use prescribed assessment criteria for each subject group. Deadlines for the submission of tasks for assessment is clearly mentioned. Students are given the opportunity to improve their work provided they submit the work before the dead line. Depending on the nature of the task, students are asked to submit a draft before making their final submissions. Assessed work of the students is standardized by a teacher moderator. Levels achieved by the students are recorded for each criterion. The final level is decided by the teacher which reflects current level of understanding of the student. Grades are decided by level totals as per grade boundaries specified by IB. Parents are informed of the grades achieved by the students by way of Report Cards, Teacher-Parent Conferences and Student-Led Conferences.

In year 5, the school ensures that students submit the personal project for monitoring/internal assessment within the stipulated period.

IBDP

1. Assessment Philosophy

Assessment is the gathering and analysis of information about student performance. It identifies what students know, understand, can achieve and experience at different stages in the learning process. Assessment is integral to all teaching and learning. Assessment monitors the progress of student learning and achievement, produces coherent feedback for parents and external institutions and informs curriculum and assessment review.

2. Aim of Assessment

The most important aims of assessment in the Diploma Programme are that it should support curricular goals and encourage appropriate student 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.

3. Assessment Strategies

Both external and internal assessment are used in the Diploma Programme. Formal Assessment in the Diploma Programme directly contributes to the final qualification, represents the final Summative Assessment practice in IB. IB examiners mark work produced for external assessment. Work produced for internal assessment is marked by teachers and externally moderated by the IB. There are two types of assessment conducted- Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Summative assessment gives an overview of previous learning and is concerned with measuring student achievement.

4. Assessment Tools

At the Diploma Programme we use several methods to assess work produced by students, like-

Assessment criteria - Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. The maximum marks for each criterion may differ according to the criterion's importance. The marks awarded for each criterion are added together to give the total mark for the piece of work.

Markbands - Markbands are a comprehensive statement of expected performance against which responses are judged. They represent a single holistic criterion divided into level descriptors. Each level descriptor corresponds to a range of marks to differentiate student performance. A best-fit approach is used to ascertain which particular mark to use from the possible range for each level descriptor.

Markschemes-This generic term is used to describe analytic markschemes that are prepared for specific examination papers. Analytic markschemes are prepared for those examination questions that expect a particular kind of response and/or a given final answer from the students. They give detailed instructions to examiners on how to break down the total mark for each question for different parts of the response. A markscheme may include the content expected in the responses to questions or may be a series of marking notes giving guidance on how to apply criteria.

Observation, Teacher supported Self Evaluation, Peer Evaluation are other tools used for Formative as well as Summative Assessment.

5. Assessment Implementation

1. Assessment account for a variety of learning styles.
2. Assessment are differentiated to account for the diverse backgrounds of learners
3. Assessments are criteria-referenced, using published, agreed, learning objectives set down by the IB and made clear to students by teachers before course work begins
4. Assessments are both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge)
5. Assessments are on-going and reflective.
6. Students are assessed to be geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world.
7. All internal assessment are designed to be formative in nature for the student and summative where appropriate.
8. Internal Assessment time lines (Internal Assessment submission Calendar) is provided to IBDP Yr 1 students in the beginning of the session to help students and teachers to plan their work in realistically manageable loads.
9. For the Diploma, assessed work may vary in its purpose and teachers use the full range of assessment activities. Teachers inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and external examination.
10. If a teacher suspects that a student is guilty of malpractice, he/she will not be awarded a level of achievement and action will be taken as per the school's Academic Honesty Policy .
11. At the end of each term IBDP Yr 1 students appear in examination in all subject groups. IBDP Yr 2 students have two exams, Premocks and Mocks ,before they appear for their final IBDP Examination in May.
12. The recording and reporting of individual levels of achievement is organized through Teacher Parent Conference by way of Report Cards, to provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject.

Reference : IB Documents



Language Policy (IB curriculum)

The NISV language philosophy that guides the school's language policy is intended to meet the needs of all stakeholders in the school and that reflects the principles of the various curricula offered.

Since language is central to learning, all teachers are language teachers. All languages, with a special emphasis on the mother tongue, assist learning.

In addition to English (main medium of instruction) every student is to be facilitated and encouraged to learn other local/, global languages & the mother tongue (spoken, listening, reading and writing of the language) as well as being appreciative of others.

For children who are learning in an environment that is not in their first language English or those students who aren't quite ready to join the class on a full time basis because their language skills aren't at the level necessary to follow the complex interactions occurring in the English language, we take a team approach. The faculty and the students work together to achieve the best possible level. The English tutors offer one period a day of introductory English after school or during the free lessons of the students till they achieve the basic language of communication that will allow them the opportunity to succeed in the mainstream classrooms.

The steering committee - Language Policy

The school has formed a language policy steering committee comprising a representative mix of senior students, faculty members, parents and the Co-ordinators.

The role of this committee is to compile & establish, through collaborative effort, the language policy for the entire school. It also oversees the objectives, content, action plan and its implementation. The committee evaluates / reviews the Language Policy every year.

Language at Work

- The official language of communication at the administration level is mostly English. All communication between NISV and the Parents as well as with Local Administrative Bodies is done in English.
- Within the school, English is supported by the Regional Language Gujarati and the National language Hindi for all verbal interaction. Classroom use of these languages is also encouraged to facilitate the learning process.
- The language of interaction between the teaching / administrative staff and support staff is the Regional Language Gujarati and/or National Language Hindi. The support staff are encouraged and assisted to learn to communicate in English as well.

Role of Mother Tongue at NISV

At NISV, the emphasis is on recognizing, acknowledging and celebrating one's culture as a part of self development. There is a conscious effort by all staff members to encourage the use of the students' Mother Tongue. The National Curriculum Framework 2005, defines the mother tongue as the first language of communication the child acquires.

- While the school supports a child's learning through the Mother Tongue, no formal instruction in the same is carried out. This support finds expression through some of the following programs:
- A monthly meeting of students, teachers & parents sharing the same mother tongue.
- Displays dedicated to Mother Tongue on a Notice Board, which is regularly updated
- Cultural events in Gujarati such as plays, dances, poetry, folk music in Vadodara City and neighbouring Ahmedabad are supported by the Navrachana Education Society.

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- As an important part of the Language Policy, at NISV, students have the opportunity to express themselves in their Mother Tongue.
- Students may hand in Projects in their Mother Tongue.
- They may translate and use references from their Mother Tongue.
- The Foreign Language teachers make active use of the Mother Tongue/ Regional Language to teach the Target Language.
- Interaction among students outside a classroom is also an important area of exposure in the use of the Mother Tongue.
- The school Media Resource Centre has a vast range of print & electronic resources that cover a wide range of languages taught at NISV as well as that of the Mother Tongues spoken by our student community.

Language Learning Environment

Grade Nursery - 1 (Age 3 - 7+ years)

- Core Languages English /Hindi/ Gujarati and/or other regional languages are all in use as students use these as the language of communication at home.
- Mother Tongue /Regional Language is used to facilitate the adjustment of children as and when required.

Grades 2 - 5 (Age 9 - 11+ years)

- Core Languages - English / Hindi / Gujarati etc. as requested by the students.
- Language B - Students can choose from French/German/Hindi as a second language. They are encouraged to study one Language B of their choice for at least 5 years ie. till they complete Grade 8. A change in this stream is not advisable.

Grades 6 - 8: (Age 12 - 14 + years)

- Core Languages - English / Hindi / Gujarati etc. as requested by the students.
- Language B - English/French/German/Hindi, students continue to study their Language B (chosen at Grade 2).
- Language C - Choice between French / Gujarati / Hindi for these 3 years depending on the number of students enrolled for a particular subject.

Grades 9 - 10 : (Age 14 - 16 years)

- Core Languages - English/Hindi/Gujarati etc. as requested by the students.
- Language B : English/French/German/Hindi, as part of the compulsory curriculum, students are required to choose one language preferably from their previous Language B subject, in which they would appear for the Board Examination.

Grades 11-12: (Age 16 - 18 years)

- **One Core Language/ Language A1 (as per IBO requirements): English SL/HL, Hindi SL/HL or any other Indian regional language under the IBO norms, if requested:**

As part of the Diploma Program, students have to opt for this subject as a **compulsory** component of their syllabus.

Of the following, the students are required to do any one:

- **Language A1 SL/HL:** Students who are fluent language users who may not intend to continue the study of the language beyond the Diploma Program, and who are native, or near-native speakers wishing to study a different language as his or her language A1.
- **Language B SL/HL:** This is the language which the student has chosen from Grade 3 as Language B and has studied it for 4-6 years.
- **ab initio SL:** This is the beginners course of a foreign language for a student who is beginner and who has no previous experience of the target language, and is taught outside the country or countries where the language is spoken.

Reference : IB Documents



Special Educational Needs (SEN) Policy

Navrachana International School, Vadodara is committed to providing an education for its students in a caring and supportive environment. The aim of the school is that all students achieve their full potential. In order to achieve this goal some of our students may require supplementary teaching, additional resources or classroom support. In all cases it is the intention to integrate students socially and academically.

Definition

Students who fall within the Special Needs definition include the following, each of which is described in the policy.

- Students with ADD/ADHD
- Students with chronic illnesses
- Students with emotional and behavioral disorders
- Students with mental health difficulties
- Students with speech and communication disorders
- Students with learning difficulties and disabilities

Process

- Teacher/counselor/parent observation of student behavior and/or academic performance.
- Counseling with students and parents, and referred for further testing
- Test reports and recommendations are taken into account for further remediation.
- Referred to special/remedial educator for out-of-school remedial education

Limitations/liability of the school

- NISV does not have special/remedial educators or teachers trained in special/remedial education since it is not a certified special education institute. The school can only provide the necessary support with the cooperation or parents/guardians and out-of-school remedial educators.
- Parents are responsible for providing the school with required documents before the school can give support to the students.
- Documents include remedial/special educator's report, reports of psychological tests, educational/counseling psychologist's report, etc.

1. ADD/ADHD

ADD refers to those students who exhibit disturbances in which the primary characteristic is inattentiveness.

ADHD refers to those students who display the above disturbances with hyperactivity
ADD/ADHD encompasses the following:

- **Difficulty sustaining attention**

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- **Lack of organization**
- **Inconsistent effort**
- **Disruptive behavior**
- **Hyperactivity and impulsivity ADHD**
- **Problems with waiting, taking turns and following directions**

NISV Policy for students diagnosed with ADD/ADHD

- seat students near the teachers, away from distractions
- negotiate an individual physical or visual cue to bring students back to work
- help students to keep their workspace free from distraction.
- help students to plan their daily routine
- encourage use of a diary/planner and check it regularly
- encourage and acknowledge punctuality
- encourage having two sets of materials, one at school and one at home
- adapt the task
- provide clear step-by-step instructions
- model breaking the task into steps
- set frequent interim deadlines
- consider negotiating extra time
- allow enough time to copy homework instructions
- increase the time spent on tasks over small intervals
- reward good behavior
- ignore inappropriate behavior
- provide rest periods between tasks
- use a multisensory approach to explore new concepts and materials
- teach ways to stop and reflect before acting
- give practice in waiting turns
- change the type of activity regularly (when making use of class activities)

2. Chronic Illness

Chronic illnesses include a variety of persistent medical conditions that impact on learning and may or may not be affected by medication over a long period of time. They include allergies, asthma, cancer, chronic fatigue, diabetes, epilepsy and rheumatoid disorders

Students with chronic illnesses may exhibit:

- **Delayed and interrupted academic progress**
- **Decreased organizational skills and high distractibility**
- **Unwillingness to take risks**
- **Increased dependence on others: family, friends, teachers and support staff**
- **Lack of confidence and reduced self-image**

NISV Policy for students with Chronic Illnesses

- acknowledge the illness and the limitations it imposes on the ability of students to undertake academic tasks
- work within the parameters set by the illness
- Negotiate a realistic number of subjects with/for students
- establish a daily routine as soon as possible

- balance time for rest, work and recreation
- use a diary
- Use a prompt in the classroom to bring students back on task
- encourage responsibility
- encourage decision-making activities
- highlight the strengths of students
- provide extra time for classroom tasks or assignments
- check for understanding
- offer one-to-one support if needed
- encourage and initiate social contact with peers

3. Emotional and Behavioral Difficulties

Emotional and behavioral difficulties are characterized by inappropriate behavior that students cannot control and may be displayed as aggressive, unusual, unexpected or withdrawn behavior. These behaviors can be triggered by a certain situation or stimulus that can disrupt the learning of students and others.

Students with emotional and behavioral difficulties may demonstrate:

- **Anti-social behavior that is often uncontrollable, e.g. have difficulty working in groups, be afraid to try for fear of failing, have difficulty in sustaining attention, be unable to maintain friendships etc.**
- **Inappropriate behavior that is frequently attention seeking, e.g. be aggressive and anxious, have sudden mood changes, display impulsivity, be disruptive, etc.**

NISV Policy for students with emotional and behavioral difficulties

- carefully consider the classroom arrangement
- establish a working relationship built on trust and mutual respect by both parties
- ensure order and discipline in class so that learning can take place
- outline social and behavioral expectations and ensure they are upheld
- draw up written contracts with individual students stating rules and expectations
- abandon the lesson if it is not working; engage in a fun activity and enable students to refocus
- modify all tasks to make them achievable
- be positive and give frequent praise
- remain relaxed, controlling voice and body language
- foster a sense of responsibility
- use special assessment accommodations for internal and external assessment

4. Mental Health Difficulties

Mental health difficulties include a wide range of conditions that can affect a person's state of mind and their learning. The condition is usually under the management of a medical practitioner or specialist.

- Difficulties may include depression, anxieties, extreme phobias, emotional distress, eating disorders, and obsessive-compulsive disorder.
- Students may display memory problems, have low self-esteem, have poor attendance, display anxiety, lack motivation and poor concentration, or be disorganized and miss deadlines.

NISV Policy for students with mental health difficulties

- allow time for all tasks and both internal and external examinations
- offer rest periods in class or time out in a small private area under passive supervision
- give assistance with self-organization
- be patient
- show empathy
- maintain contact with students/families during absences whenever possible to keep connection with school
- give praise and positive feedback
- negotiate with students for careful social inclusion in the class

5. Communication and Speech Disorders

A. Stammering and Stuttering

Stammering and stuttering are characterized by a silent or audible involuntary repetition/prolongation of an utterance be it a sound, syllable or word. This disorder impacts on language development, learning and social interaction.

Students with stammering and stuttering may display:

- **Articulation difficulties, e.g. rushing through oral tasks, having high anxiety levels when reading, have comprehension difficulties, have difficulty in spell-checking work, have slow verbal responses, etc.**
- **Physical responses, including sweating, blushing, or muscular movement/twitching.**
- **Self-esteem issues in classroom and with peers, e.g. staying quiet in class, lacking initiative in class participation, not interacting with the group, not asking for clarification, etc.**

NISV Policy for students with stammering and stuttering

- give advance alert before questioning
- allow extra time for oral response
- preview the lesson or reading with students
- divide reading into smaller sections
- make reading aloud in front of the class optional
- discreetly check for understanding of materials and tasks
- look at quality rather than quantity of responses in oral tasks or exams
- anticipate situations that could cause embarrassment or humiliation and minimize them
- reduce anxiety in the classroom
- encourage participation by assigning and defining a task or role within a group
- provide peer-group support and understanding
- encourage and highlight strengths to improve self-esteem

B. Oral dyspraxia/childhood apraxia of speech (CAS)

Oral dyspraxia is a motor coordination difficulty in the production and articulation of speech. This disorder impacts on language development, learning and social interaction.

Students with oral dyspraxia may have:

- **Speech that is hard to understand, e.g. rapid, slurred, or guttural speech**

- **Physical difficulties in articulating certain sounds, e.g.** display awkward jaw movements when trying to form speech
- **Difficulties in social context, e.g. have low self-esteem, lack initiative in class participation, or have difficulty forming relationship with peers.**

NISV Policy for students with childhood apraxia of speech (PYP)

- create opportunities to practice target sounds
- allow reading aloud in class to be optional
- set up pairs or groups for oral tasks where another student is the spokesperson
- check understanding of material and the task required discreetly
- promote the use of visual spelling skills
- enlist peer-group support and understanding
- encourage participation through role play

C. Information processing difficulties

Information processing difficulties can be associated with both expressive and receptive language. They involve speed, depth and interpretation of information. This disorder impacts on language development and learning.

Students with information processing difficulties may:

- have a literal and superficial interpretation of information in general
- over-focus on specific information that may not be relevant to the complexity of the task
- not recognize and respond to important detail
- have slow processing speed in reading and writing tasks
- misinterpret oral information
- be slow to respond verbally to questions; answers may seem irrelevant to key ideas
- need extra time to process both instructions and
- information in order to prepare an answer

NISV Policy for students with information processing difficulties

- utilize the preferred learning style of the student
- recap previous learning
- pre-teach new subject-specific vocabulary
- frequently check for understanding
- allow extra time for thinking and responses
- repeat instructions if necessary
- break tasks down into very carefully sequenced steps
- provide techniques and practice in identifying key points
- give positive feedback at each stage
- differentiate the task outcome
- extend deadlines
- summarize lesson outcome

D. Semantic Pragmatic Disorder

Semantic pragmatic disorder is a communication disorder that impacts on both students' learning and social interactions. It can encompass both semantic difficulties and pragmatic difficulties to varying degrees or may be apparent in only one area.

- **Semantic difficulties, including difficulties in understanding the meaning of**

words and sentences, becoming agitated by jokes, sarcasm, understatements, and ambiguity, finding it hard to read between the lines, becoming easily distracted, etc.

- **Pragmatic difficulties, including displaying inappropriate eye contact and facial expression, not being able to gauge the effect one has on the listener, rarely initiating or maintaining a conversation, etc.**

NISV Policy for students with informational

- keep the classroom as organized/structured as possible
- give extra time to reply when asking a question
- provide written or graphic timetables, schedules, diaries, log books
- minimize and prepare for change in advance
- maximize consistent routines
- carefully monitor lessons where there is a less controlled environment (eg physical education, music, drama)
- provide clear rules on expected behavior
- avoid using abstract language
- regularly check students' understanding of tasks, assignments, texts etc
- monitor group work carefully
- praise appropriate communication skills
- provide many practical and hands-on tasks

6. Specific learning difficulties

Specific learning difficulties include significant difficulties in reading, writing, spelling or manipulating numbers associated with difficulties in processing symbolic language (E.g. dyslexia, dyscalculia, music notation). It should be remembered that students will tire easily and become distracted. Students may also or only demonstrate difficulties in organizational skills and time management.

A. Memory

Memory difficulties include short-term, working and long-term memory problems in retaining important details and processes.

Students may exhibit difficulty in following areas:

- **Auditory memory, which includes such things as maintaining attention when instructions are given verbally, remembering and processing verbal information, carrying out complex verbal instructions, and following main points in the discussion.**
- **Visual memory, which includes such things as having difficulty in using visual spelling strategies, giving difficulty in identifying fine and subtle visual detail, and difficulty in processing and recalling information given visually.**

NISV Policy for students with Memory Difficulties

- break instructions into smaller parts
- provide visual back-up of key points
- repeat instructions as necessary
- alert students when important instructions/concepts are about to be given
- provide instructions in writing where possible
- discreetly ask students to repeat key points/instructions to ensure understanding

- provide alternative strategies to support memory (e.g. mind mapping, highlighting or annotating handouts)
- simplify instructions into plain English
- provide both auditory and written instructions to provide additional support
- anticipate situations that might prove difficult for students
- promote the use of mnemonics and rhymes
- promote the use of color
- promote the use of enlarged varied fonts
- teach visualization techniques

B. Information processing difficulties

Information processing difficulties include the ability to grasp facts quickly and convert them into other forms either verbal or written. There is a time delay for students in this process that goes beyond the expected response time.

Students with information processing difficulties may:

- need more time to understand and accomplish tasks
- need clarification
- need more repetition for important points to be memorized
- misunderstand information, questions or assignments
- produce more simplistic written work than expected due to problems with processing rather than lack of effort.

NISV Policy for students with information processing difficulties

- provide models and structures of expected outcomes such as laboratory reports and essays
- allow for extra time in responses and tasks
- use the following questioning technique: name (pause), pose question (pause), response, acknowledge and praise
- discreetly check students' understanding and repeat instructions if necessary. yes

C. Dyscalculia

Dyscalculia is when a student has great difficulty with mathematical symbols, the steps within a process, the abstract concepts, memorizing formulae, and so on.

Students with dyscalculia may:

- have difficulties with mental arithmetic
- have difficulties with learning multiplication tables and using them fluently
- have difficulties learning to tell the time
- show symbol confusion and number reversals
- have difficulties understanding everyday words used in a mathematical context (e.g. field, plot, table)
- demonstrate spatial and tracking difficulties
- have difficulties with orientation of geometrical shapes
- have difficulties with setting out problems
- have difficulties with sequencing steps to solve a problem
- have reading difficulties that affect the understanding and solving of word problems.

NISV Policy for students with Dyscalculia

- use concrete examples and materials to ensure students understand the processes involved
- provide visual reminders of the process and show step-by-step instructions
- allow the use of a calculator or multiplication table
- provide and explain glossary of terminology
- allow extra time
- provide the time for error analysis
- allow and train students to use paper guides
- encourage the use of a ruler or guide for tracking
- encourage accuracy and decrease the number of problems testing the same skill

D. Dysgraphia

Dysgraphia is associated with handwriting difficulties such as letter formation, layout of letters on a page and physical tiredness.

Students with dysgraphia may:

- have poor pen or pencil grip
- have poor eyehand coordination
- find writing physically painful and tiring
- be slow in written output
- be reluctant to write at length
- still be printing
- have inappropriate letter formation
- have writing that is often illegible
- be stressed

NISV Policy for students with Dysgraphia

- allow students to hand in typed work
- encourage double spacing in drafts for easy correction
- remind students of importance of posture and pencil grip
- allow extra time for written work
- accept any handwriting style that is legible
- ensure handwriting does not impede the expression of ideas

E. Dyslexia

Dyslexia refers to difficulties students may have with reading and writing text.

Students with dyslexia may:

- have a reading level at least two years below their chronological age
- lose their reading place easily and jump lines
- have poor reading comprehension
- over rely on pictures and contextual clues
- have poor fluency and slow reading speed
- have poor word attack skills
- ignore punctuation
- reverse words and letters

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- skip/repeat certain words
- find it difficult to read aloud in class
- show a discrepancy between spoken and written language
- have difficulties beginning writing tasks
- have difficulties organizing the structure of their writing tasks
- have word-finding difficulties that could lead to inappropriate use of vocabulary
- have unusual and erratic spelling patterns
- have difficulties writing at length
- have difficulties proofreading all aspects of written work
- have difficulties copying from the board

NISV Policy for students with Dyslexia

- use simplified text wherever possible
- divide reading into sections and check for understanding after each section
- encourage/allow use of a ruler or paper guide when reading
- pre-teach or provide subject-specific vocabulary
- allow extra time for both reading and comprehension
- allow reading aloud to be voluntary
- give opportunity for rehearsal before reading aloud
- use colored paper for print material to aid print discrimination
- be aware of organization and presentation of written work on the board and in handouts
- use planning structures (graphic organizers or mind maps) to develop writing
- encourage use of information and communication technology
- provide written photocopied notes of key concepts covered in class
- accept that spelling is a difficulty
- mark only key vocabulary when correcting and offer a correct model when wrong
- insist that students must write the whole word when correcting spelling errors
- provide scribes/peer scribes
- provide peer reader/peer proofreader
- allow student to use word processor

F. Dyspraxia

Dyspraxia is immaturity with organization of movement and thought: sometimes referred to as “clumsy child syndrome”. It should be remembered that students with dyspraxia will tire easily and become distracted. These students may also or only demonstrate difficulties in organizational skills and time management. Dyspraxia can be linked with other aspects of specific learning difficulties.

Students with dyspraxia may have:

- **Delay in motor milestones**
- **Difficulty with dressing** (e.g. buttons, laces)
- **Poor handwriting**
- **Poor awareness of space**
- **Poor motor planning**

NISV Policy for students with Dyspraxia

- establish additional planning and safety routines in
- subjects that involve the handling of dangerous materials or equipment (eg art, design)

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- and technology, science, food science)
- be aware that while dyspraxic students will try to “take care”, they may lack the hand control or perceptual judgment to carry out a task without error
- offer adequately differentiated physical tasks developing skill building, especially in physical education
- teach physical skills when students are developmentally ready
- excuse dyspraxic students from undertaking activities beyond their physical ability
- be aware of the fear and stress that physical activity may generate.
- discreetly allow additional time where a change of clothes is required
- praise positive aspects of appearance
- avoid making unrealistic demands regarding tidiness and personal presentation.
- ensure that handwriting is taught and practiced
- ask for less or allow an alternative method of presentation if speed of production is a problem
- teach older students the use of abbreviations
- offer class notes that can be annotated to alleviate the pressure of note taking
- teach and allow the use of keyboard skills
- consider the use of all new information and communication technology
- allow special concessions in class work, internal assessment and external examinations
- set differentiated written tasks for quantity or quality or perhaps an alternative method of presentation (slide show, cloze exercise).
- offer maps with colored lines marking the route between classes or appoint a student guide
- be aware and ready to defuse any problems around this issue.
- enlist class understanding of specific motor problems
- be particularly aware how adolescent growth spurts can increase motor problems
- be aware that some instruments can create more problems
- never say “No” but, “Give it a try”.

Review process

- Based on the old policy, the needs of the school, and students and teacher feedback, a new policy was put in place for the academic year 2012-2013.
- The first meeting took place with the school counselors and coordinators on January 10, 2012, followed by the first draft.
- Second meeting took place on February 7, 2012 with the coordinators and Head of School. The suggestions were incorporated and the policy was finalized in this meeting.
- By February 27, 2012, the final draft of the policy was sent to the coordinators and the principal for approval.
- On March 19, 2012, the SEN policy was presented before the trustees for final approval.

Reference : IB Documents