

	Policy Name: Curriculum Policy
	Owner: Deputy Head Academic
	Review Date: September 2023 Next Review Date: September 2024
	This policy is reviewed by the Education Committee Policy revised annually or as regulations or review demands

Curriculum Policy

The curriculum reflects the Catholic foundation of the School and is rooted in the convictions of its foundress, Cornelia Connelly. She recognised that not only should ‘the wants of the age’ be met, but also that the girls be educated for the future. She believed they must have a breadth and depth of opportunity. The curriculum for all girls is wide and varied and all subjects that make up the curriculum should be valued equally. Creativity, imagination and training the aesthetic sensibility are as important as numeracy, literacy, scientific and research skills. We value achievement and expertise, knowledge and understanding in all forms of physical, mental and spiritual learning, through every subject and activity on offer.

Our curriculum aims to ensure that we meet the needs and interests of each girl, taking into account their ages, and aptitudes. It challenges the most able and supports the learning of those with specific learning difficulties. Base line assessments to include the Mayfield Entrance Exams and MidYIS, Yellis and Alis testing allow us to effectively track progression and ensure that each girl achieves her full academic potential. Provision is made to make the curriculum accessible to those with English as a Second Language and to those with any other special need, physical, intellectual, or emotional. Within each subject, all pupils should achieve their full potential with continuity and progression of learning being maintained throughout. Cornelia Connolly believed that in her schools no girl should consider herself a failure and the curriculum both inside and outside the classroom at Mayfield has this as a key objective.

At Mayfield we aim to provide a curriculum to develop spiritual and independent learners with a love of learning and a sense of God being at the centre of all that we do. We understand that the curriculum, both within taught lessons and beyond them, should create an environment where questioning, reflection, risk-taking and the freedom to learn from mistakes are all encouraged. The curriculum is designed to ensure that all girls experience a broad and balanced education in these respects. The curriculum will not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (*cross reference Life Skills Policy*). The curriculum is reviewed every year during the Spring Term and adjusted, as appropriate, to maximise the engagement, achievement and enjoyment of the girls. The curriculum is also reviewed to reflect new and revised curricular initiatives both within Mayfield and in line with ISI and Government expectations. An extensive range of extra-curricular activities is available to all girls.

The School operates a 30 period weekly timetable.

Lower School - Years 7 and 8

The Lower School Curriculum is the start of the Mayfield Journey. It is designed to provide a natural transition into Middle School and ultimately Sixth Form. Our aim is to instil a love of learning by offering an engaging and inspiring curriculum, that equips the girls with the necessary skills to meet the needs of the age.

All girls in Years 7 – 8 follow a core programme of Religious Studies, English or International English (for girls with English as a second language), Mathematics, Science, PE, Personal Development (PD) and Computer Science They also follow courses in Geography, History alongside a Creative Curriculum comprising Art, Ceramics, Drama, Food and Nutrition, Music and Textiles. The School offers three languages; Latin, French and Spanish from which girls choose two. The curriculum in Years 7 and 8 is designed to provide a broad academic experience. Girls will continue with many subjects that they have studied before, but they also have the opportunity of studying new things or studying familiar subjects in different ways and with a greater range of facilities and teaching methods.

As part of the Lower School Curriculum, the girls in Years 7 and 8 will undertake the Lower School Diploma. We believe that education of the whole person is more than what goes on within the classroom. In addition to a first class academic education, we want the girls to be aware of the importance of soft skills when developing personal attributes and qualities that will make them fully rounded individuals. The Mayfield Lower School Diploma gets the girls to make a formal record of their learning, both inside and outside the classroom. Weekly reflection under the guidance of their tutor will enable them to record the many different elements of school life, including those that can often go unnoticed. It will enable the girls to learn about themselves, about others in the wider community, through engagement in lessons, as well as through the extra curricular programme, cross curricular days, school trips and days of recollection. The Diploma focuses on four key principles linked together by our overarching sense of Faith: Responsibility, Curiosity, Collaboration, Creativity & Innovation

Three hours each week are specifically dedicated to the Spiritual and Pastoral education of the girls in the form of Liturgies, Assemblies, Life Skills and time spent with Form Tutors.

Middle School – Years 9, 10 and 11

As with girls in Years 7 and 8, girls in Year 9 follow a core programme of Religious Studies, English or International English (for girls with English as a second language), Mathematics, Science, PE, Personal Development (PD) and Computer Science. They also follow courses in Geography, History, alongside a Creative Curriculum comprising Art, Ceramics, Drama, Food and Nutrition and Music. Girls in Year 9 choose to study two subjects from: French, Latin, Spanish and Classical Civilisation. Providing choice at this stage enables us to continue offering breadth of curriculum in Year 9, whilst allowing more time to be devoted to each subject studied, thus ensuring a greater depth of experience.

All girls in Years 10 – 11 follow GCSE courses. Each girl studies a core programme of English Literature and English Language or International English (for girls with English as a second language), Mathematics, Religious Studies and a minimum of two Sciences. They will also attend non examined PE and Computer Science (which focuses on digital literacy skills as well as various aspects of Online Safety). In addition, girls will study three optional subjects, taking the total number of GCSEs studied to either 9. The current optional subjects are Art, Biology, Ceramics, Chemistry, Classical Civilisation, Drama, Food Preparation and Nutrition, French, Geography, History, Latin, Music, Physical Education, Physics and Spanish. Studying Greek, German, Mandarin, Cantonese and Russian to GCSE is available through the extra-curricular programme. Girls in the Newton Maths group can also take the iGCSE Further Maths qualification.

Middle School students have three hours each week specifically dedicated to the Spiritual and Pastoral education of the girls in the form of Liturgies, Assemblies, Life Skills and time spent with Form Tutors.

Girls for whom English is a second language are expected, wherever possible to take a GCSE in their native language during their time in Middle School.

Sixth Form – Years 12 and 13

Moving into the Sixth Form is a very significant step in any girl's personal approach to academic work. For the first time, students have an almost completely free choice of subjects. In timetabled lessons, teachers will increasingly be looking to students to take charge of their own studies. Teachers will help guide them through the course and will set assignments that will develop understanding. However, they will also expect students to take much more responsibility for their own learning, thus preparing them for independent work and study at university or in a career.

At A Level, breadth and depth continue to be the guiding principles with flexible courses designed from the wide range of subjects offered. Girls are expected to study three subjects in the Sixth Form with terminal assessment made at the end of Year 13. There is the option to take four A level choices, but this is generally only encouraged for the most able. The current curriculum offers A level courses in Art, Biology, Business Studies, Ceramics, Chemistry, Classical Civilisation, Drama and Theatre Studies, Economics, English, French, Geography, Greek, History, History of Art, Latin, Mathematics and Further Mathematics, Music, Physical Education, Physics, Politics, Psychology, Religious Studies and Spanish. Sixth form students can also study a two year BTEC Level 3 Extended Certificate in Equine Management or a CTEC qualification in Media Studies. Studying Cantonese, German, Mandarin and Russian to A level is available through the extra-curricular programme.

Girls for whom English is a second language are encouraged, wherever possible, to take an A level in their native language during Year 12 or 13.

Alongside the Year 12 curriculum, a varied enrichment programme is offered. In line with the educational principles embedded in the founding mission of the School, we are keen to broaden the girls' interests and experiences, whilst extending their depth of intellectual enquiry beyond the confines of the exam specifications.

Sixth Form girls are also able to study for an Extended Project Qualification (EPQ). This is a research project that encourages independent thinking and allows students to follow a passion or interest not covered in the A Level specification (cross reference Scholars and Gifted and Talented Provision Policy).

A strong pastoral curriculum continues to support learning and a Life Skills programme provides the appropriate personal and social development. Religious Education, in the form of 'Critical Religion is compulsory for all girls in the Sixth Form, as is PE.

Actions not Words is the School's Voluntary Service programme. All Sixth Form girls are expected to take part in the Actions not Words programme during Year 12 and encouraged to continue this throughout their time in the Sixth Form. There are also opportunities for girls to be involved in service overseas, currently in Lourdes.

Careers

We ensure that all girls have access to accurate, up-to-date careers guidance that is presented in an impartial manner, enabling them to make informed choices about a broad range of career options and helping to encourage them to fulfil their potential. An age-appropriate Careers programme is rolled out through the year groups. Visiting speakers, including a wide range of 'old girls' come to the school, share careers advice and experiences with current students. In addition, a Careers Fair, involving parents, Old Cornelians and friends of the school is held annually. Girls are expected to undertake some work experience during their senior years during the holidays. School will help and encourage girls, by drawing opportunities to their attention, but girls and their parents are expected to take responsibility for organising their own placements.

In helping our girls to select which subjects to study at GCSE and A level, we endeavour to recognise their potential aspirations with a view to progression into continuing education and/or employment after graduating from Mayfield. Within the framework of a broad and balanced education for each girl, we intend for our curriculum to allow a high level of personalisation so that every student can play to her strengths, develop specialisms, develop existing and new interests and achieve her personal best in all that she does (*cross reference Careers Education Policy*).

English as a Second Language

The International English department of Mayfield School supports any girl from overseas whose first language is not English. Weekly timetabled lessons are given to girls in small groups. The School is an accredited examination centre. Girls can take any of the Cambridge suite of exams: the exams offered are B1 Preliminary for Schools, B2 First for Schools, C1 Advanced, C2 Proficiency and IELTS. In Year 10, girls either do B2 First for Schools followed by the Edexcel IGCSE in English as a Second Language in Year 11 or embark on a two-year Edexcel IGCSE course in English Language and English Literature. The latter mirrors the English GCSE curriculum but has been designed with overseas learners in mind and is offered with specialist language and skills support in small groups at Mayfield.

Sixth Form students, whose first language is not English are expected to take International English lessons in addition to their other subjects. Once they have achieved at least a Grade 6 (or higher) in GCSE or IGCSE English as a First Language, a Grade B (or higher) in C1 Advanced or an IELTS level 7.0 overall (minimum of 6.5 in each paper) they may opt to cease these lessons. (*Cross reference English as a Second or Other Language provision*).

Use of ICT across the Curriculum

All girls will be expected to bring a laptop or tablet to lessons with the majority of subjects delivering all their curriculum electronically through Office 365, Microsoft Teams and/or One Note. They will use their devices to access and store resources electronically as well as completing and submitting work for evaluation and marking. The choice of laptop or tablet is a personal one, but we expect students to have a 2 in 1 laptop with a touchscreen,

stylus and keyboard. This gives versatility for typing long answers as well as annotating figures, drawing diagrams etc. Parents are given recommendations to help them purchase an appropriate laptop as part of the uniform booklet, see Annex A Computer Specification Information Sheet for Students.

Mayfield values good handwriting and believes that it is important to retain the skill of handwriting both for external GCSE and A level examinations, as well as later in life. Therefore all departments will ensure that some assignments are completed by hand to retain these skills. The number of handwritten assignments will vary by department but will be more common in subjects that require tasks such as the completion of calculations, drawing symbols and writing equations, annotating diagrams and drawing etc.

The Office 365 login and remote desktop app allows access to the School's curriculum areas wherever they are in the world.

Opportunities for the appropriate application of technology to enhance learning abound and the school is continuing to seek new ways in which technology can be used to genuinely enrich the learning experience.

Health and Safety in the Curriculum

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, girls are taught:

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to mitigate the risks to themselves and others
- to manage their environment to ensure the health and safety of themselves and others

Continued Professional Development for Staff

Professional Development is vital for staff if they are to excel in their delivery of a highly effective curriculum for the girls. With this in mind Heads of Department working with the Deputy Head Academic and in accordance with the School's Performance Review System, regularly review staff development needs. Inset is then targeted to address these needs both on an individual and whole-school basis so that teaching and learning across the school is of a consistently high standard.

Academic Integrity

We expect all girls to demonstrate the Cornelian principle of integrity, and as such we expect Mayfield students to strive to be authentic. If students are authentic, they are true to themselves, respectfully honest with those around them and they demonstrate strength of character. Mayfield School is committed to maintaining academic integrity as it forms the foundation of a fair and trustworthy educational system. It also ensures that students are evaluated fairly based on their own efforts, skills, and understanding of the material. In accordance with the school's ethos and values we wish to create an educational learning environment that encourages students to take personal responsibility for their education and have the opportunity to develop critical thinking skills, problem-solving abilities, and a deeper understanding of the subject matter. In a world that increasingly values diversity, collaboration, and ethical decision-making, individuals with a strong academic foundation built on integrity are better equipped to contribute positively to society.

Academic integrity is key to being a successful student. Although Mayfield School embraces the progressive possibilities offered by Artificial Intelligence and other technological software for the education of our students it is our responsibility to teach pupils how to use it responsibly and to make our expectations around the production of academic work unequivocal. These expectations are outlined in our Academic Integrity Policy (Annex B) which draws on many of the regulations put in place by the Joint Council for Qualifications (JCQ) for public examinations and the production of non-examined assessment (NEA) (commonly known as coursework), as well as being applicable to younger students who are starting on their educational journey lower down the school.

Annex A: Computer Specification Information Sheet for Students

As part of the Mayfield curriculum, we want girls to harness the benefits of embedded technology use within lessons. We, therefore, expect that all girls will bring a personal device (laptop or tablet) for use in school, both in class and for Study.

The choice of laptop or tablet is a personal one, but we expect girls to have a **2 in 1 laptop with a touchscreen, stylus and keyboard**. This gives versatility for typing long answers as well as annotating figures, drawing diagrams etc.

We are conscious that the market for IT equipment is large and more expensive does not necessarily mean better, especially if you are paying for unnecessary applications. Therefore, our IT Systems Department has put together a list of our recommendations for a device designed to last at least five years.

Requirement of your daughter's device:

- It must be a touch-enabled device with a compatible stylus to enable the digital handwriting of work.
- It must have a suitable operating system (we recommend Windows 11 or iOS). As a Microsoft school, we teach using Microsoft Office, OneNote and Teams. Chromebooks are not suitable for our application usage and Mac OS prevents the use of touchscreen functionality.
- A minimum of an i5 processor (or equivalent).
- A minimum of 8GB RAM.
- A minimum of 128GB hard drive. This should be plenty as we encourage and teach pupils to make good use of cloud-based storage.
- A physical keyboard: typing using an on-screen keyboard for any length of time is not effective. This could be built into the device, case or a separate Bluetooth keyboard.
- A minimum of 10.9 inches screen size. *(The larger the screen area the better – iPad minis are too small for all-day usage).*
- A good battery life.
- Camera *(rear-facing cameras make scanning/photographing handwritten work much easier).*
- For international students, please ensure the device is **set up in English** with an English keyboard set-up – otherwise, we are not able to offer IT support regarding the device.

Prior to starting make sure your daughter's laptop is set up with a user account, fully charged and that your daughter has access to the internet and an app store, so she can download necessary apps such as Teams and One Note.

In addition, you should ensure you have:

- An antivirus package (such as the 'Sophos home virus protection' which is free to download) loaded.
- A good protective sleeve or case.
- Headphones. *(Given Headphones are easily misplaced, we would urge pupils not to bring wireless Air Pods to school).*
- **Everything** identified with your daughter's name (laptop, stylus, keyboard, headphones, case, cable and charger). All laptop chargers look the same in a classroom! Fluorescent nail varnish is one way to mark property to help your daughter quickly identify her equipment.
- A copy of the serial number, make and model for any warranty or insurance claims. We are not able to insure any personal devices used at school, so recommend that you ensure your daughter's device is covered by a home contents insurance or device insurance policy.

The school does not currently recommend any particular device for use in school. However, many of our staff use the Acer Spin range of devices. Other commonly purchased devices include a Surface Pro or an iPad Pro. There are many retailers of all three devices, selling either new or reconditioned models.

Please see the links below for more information:

[Acer Spin Laptops](#)

[Windows Surface Pro](#)

[Apple iPad](#)

There is no need to purchase a separate Microsoft Office Licence. In September, once her School email account has been activated each girl will be given access to five free Microsoft Office Licences to download onto her devices. Using these, she will need to download Microsoft Teams and OneNote and other Office 365 apps and software.



ACADEMIC INTEGRITY GUIDE

Mayfield fosters and upholds the principle of academic integrity, which entails a set of values and skills that promote honesty and good practice in learning, teaching and assessment. In accordance with Mayfield's Cornelian principles students, in all their studies, must demonstrate academic integrity and avoid any form of academic misconduct.

Academic integrity is key to being a successful student throughout the school. It has become increasingly important as access to information through technological innovation has increased, and ideas about learning and how knowledge is constructed have changed. Although we embrace the progressive possibilities offered by Artificial Intelligence and other technological software for the education of our students, we are conscious that the pace of technological change is rapid. We are therefore keen to instil in our students the basic core principles that underpin academic integrity so they can be successfully applied in light of any latest developments and / or increased understanding of the educational and technical capacities of computer technology.

Authentic Learners

We expect all girls to demonstrate the Cornelian principle of Integrity, and as such we expect Mayfield learners to strive to be authentic. If students are authentic, they are true to themselves, respectfully honest with those around them and they demonstrate strength of character. In terms of academic integrity within work completed in both the classroom and for study this means:

- Taking ownership of your studies
- Making your work a reflection of the knowledge and skills you have acquired
- Being completely transparent and honest with your teachers about sources and resources you have used when completing work.

Getting it wrong – Academic Misconduct

Academic misconduct can be defined as behaviour that results in, or may result in, the student gaining an unfair advantage in a piece of work they have submitted.

Examples of academic misconduct include, but are not limited to:

- **Plagiarism**— the representation (intentionally or unintentionally) of the ideas, words or work of another person (including words or work generated by Artificial Intelligence) without proper, clear and explicit acknowledgment.
- **Collusion**—supporting academic misconduct by another student, for example, allowing someone else to copy your work.
- **Misconduct during an examination** - for example, taking unauthorised material (in any format) into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate.
- **Fabrication** - inventing or falsifying data, quotes, or references to support your arguments or claims.

What plagiarism is, and how to avoid it.

Whenever you produce a piece of work it is vital that anyone else reading it (viewing it or listening to it) is sure that it is all your own work. If you take words, images, sounds or even ideas from others you **MUST** say where you got them. Presenting other people's words or ideas as your own is plagiarism. This will be considered cheating by your

teachers. If the school suspects that you have copied or borrowed work from somewhere else, you will be penalised in accordance with the Rewards and Sanctions Policy.

There are several forms of plagiarism:

- **Copying and Pasting:** Taking someone else's work, whether it is a few sentences or an entire article, and presenting it as your own without proper citation or acknowledgement.
- Using **Artificial Intelligence** to write or make some or all of your work.
- **Paraphrasing without correct referencing:** Rewriting someone else's work in your own words without giving credit to the original source. Even if you change the sentence structure or use synonyms, it is still considered plagiarism if you don't acknowledge the source.
- **Ghostwriting:** Asking someone else to write an assignment for you and then submitting it as your own work. This includes using essay writing services or paying others to complete your assignments.

Artificial Intelligence (AI)

AI should never be used to write or make something for you as this is plagiarism. However, it is a powerful research tool when it is used carefully. As a rule of thumb, remember this:

Artificial Intelligence software is very useful tool to help explain something to you, to give you promoters to start your essay or find sources, and it may also offer you improvements to your work. However, it is not a reliable source in itself. For instance, if you could ask AI to recommend sources on the American Revolution it could do so, but if you were to ask it to explain the American Revolution the account, although sounds plausible could contain errors.

Using resources with honesty and integrity

These guidelines should help students navigate the use of resources with honesty and integrity, promoting respect for ethical academic practices.

Dos:

- Do use resources for learning and inspiration: Use books, articles, and online resources to enhance your understanding of a topic, gain insights, generate ideas and support your arguments.
- Do properly cite all sources: Whenever you use information such as ideas, data, or quotes from external sources, including books, articles, websites, or other people's work, make sure you reference them correctly.
- Do evaluate the credibility of your sources: Ensure that the sources you use are reliable, accurate, and trustworthy. Academic journals, reputable websites, and books from respected publishers are often good sources. Mrs Blagden, the school librarian is very happy to direct you to suitable resources.
- Do seek permission for using copyrighted materials: If you want to include copyrighted images, multimedia content, or extensive excerpts from books or articles, make sure to obtain proper permission from the copyright holder. This applies to both print and online materials.
- Do use Artificial Intelligence to find sources that will help your research. For example, you could ask it to recommend reliable sources on the Atmosphere or Shakespeare's Hamlet.

Don'ts:

- Don't copy and paste without acknowledgement: Never copy and paste text, images, or other content directly from a source without proper citation (see references section). Plagiarism, whether intentional or unintentional, is a serious violation of academic integrity.
- Don't submit someone else's work as your own: Avoid engaging in any form of cheating, such as using someone else's essay, project, or assignment and presenting it as your own.
- Don't use Artificial Intelligence to write or make any part of your work. Each piece of work should be original and created by you.
- Don't paraphrase without citation: Even if you reword or rephrase someone else's work, you must still provide a proper citation.

Scholarship, research and curiosity are core academic skills that need to be championed even in the face of the unrelenting march of technological advancement. It is very important that all students take Academic Integrity seriously; making sure they are authentic in their work; researching widely, citing sources accurately and using your own words to express your ideas and opinions.

Guide to referencing

Why do I need to reference the sources I have used?

As students go further up the school, references will be increasingly important. Any work submitted as part of GCSEs or A levels should be suitably referenced and failure to do so could lead to exam malpractice (see later). Ensuring work is suitably referenced is important, as it enables the person reading the work to check the accuracy of what has been written. It is also important for you because it can act as a reminder as to where you found the information – handy in case you want to go back and re-read it or add further facts to your assignment.

Referencing

There are different referencing styles and the Harvard system outlined below is just one way to cite sources. Depending on the requirements of the exam board's specification the specific citation style and formatting guidelines may vary between subjects. It is therefore worth checking with your individual teachers as to the expectation for referencing conventions.

Harvard Referencing

Here is a simple breakdown of the Harvard referencing style produced by the University of Leeds:

Books

Author Surname, INITIAL(S). Year. Title. Edition (if not first edition). Place of publication: Publisher.

If there is more than one author the names are written in alphabetical order e.g.

Adams, A.D. 1906. Electric transmission of water power. New York: McGraw.

Kane, M. and Trochim, W. 2007. Concept mapping for planning and evaluation. Thousand Oaks: Sage Publications.

If you are referencing a book with chapters written by different authors, you need to give details of the chapter, and the book in which you read it.

Author Surname, INITIAL(S). Year. Chapter title. In: Author Surname, INITIAL(S) (of editor). ed(s). Title of book. Place of publication: Publisher, page numbers.

e.g. Coffin, J.M. 1999. Molecular biology of HIV. In: Crandell, K.A. ed. The evolution of HIV. Baltimore: Johns Hopkins Press, pp.3-40.

If it is an ebook, you should also include the URL. e.g.

Hollensen, S. 2011. Global marketing: a decision oriented approach. [Online]. 5th ed. Harlow: Financial Times Prentice Hall. <https://www.dawsonera.com/abstract/9780273726272>

Journal Articles

Journal article (print or online) Family name, INITIAL(S). Year. Title of article. Journal Title. Volume (issue number), page numbers.

e.g. Pajunen, K. 2008. Institutions and inflows of foreign direct investment: a fuzzy-set analysis. *Journal of International Business Studies*. 39(4), pp.652-669.

N.B. Use p. to reference a single page, and pp. if it is a range of pages.

Website or webpage

Author Surname, INITIAL(S) (or company name). Year. Title. [Online]. [Date accessed]. Available from: URL

e.g. Hawking, S. 2000. Professor Stephen Hawking's website. [Online]. [Accessed 9 February 2009]. Available from: <http://www.hawking.org.uk/home/hindex.html>

N.B. If the source has multiple authors, you should include all of the authors in the reference.

Referencing use of artificial intelligence

If you use AI to help you research a topic, you should screenshot all of your prompts and all of the AI responses, and include the screenshots at the end of your work as an appendix. If you use AI during your research you need to give a full citation.

If the AI's end product is only available to you (e.g. prompts written into a conversation in ChatGPT), you need to cite this as a personal communication and include a description of the AI generated material in your in-text citation.

Here is an example of how to reference ChatGPT using the Harvard Referencing Style courtesy of St George's Library, University of London:

Name of AI, Year of communication (in round brackets), Medium of communication, Receiver of communication, Day/month of communication

e.g.

In-text citation:

When prompted by the author, ChatGPT responded with a 'definition of academic integrity' (OpenAI ChatGPT, 2023). A copy of this response is in Appendix 1.

Reference list entry:

OpenAI ChatGPT (2023) ChatGPT response to Annabel Bunce, 16 November.

If you are unsure how to reference use of AI, the 'Cite them Right' website (www.citethemrightonline.com) gives additional guidance or please consult your subject teacher.

Quoting Sources

When you write academic essays, it is important to support your ideas and arguments with evidence from reliable sources. Quoting is one way to include evidence in your essay, using the exact words or phrases from a source to back up your points.

Here are some simple steps to follow when using quotes in your academic essays:

1. Use quotation marks: Place quotation marks (" ") at the beginning and end of the quote to show that these words are directly taken from the source.
2. Choose the right quote: Look for quotes that directly relate to your topic or support your argument. Make sure the quote is clear, concise, and, importantly relates to your main points.

3. Keep the quote short: long quotes can make your essay feel cluttered and could distract from your own analysis and ideas.

4. If necessary, use ellipses (...) to indicate that you have omitted some words that are not needed for the point you are making. For example, you could quote, “The price of oil... plunged,” rather than the full sentence: “The price of oil, which had seen little variation in recent years due to government intervention strategies, plunged”. If you use an ellipsis, your quote must still make grammatical sense.

5. Cite the source: After the quote, include a citation to give credit to the original author and source. Here is an example of citing a source after including a quote:

As quoted in Forbes “it’s easier to overcome pervasive gender stereotypes when the people you study with every day are showing that girls can—and do—excel in math and science” (Milgram-Elcott, 2019).

In the reference list at the end of the essay, you would provide a complete citation with more details about the source (See Harvard Referencing style, above).

6. Maintain your own voice: Whilst quotes can be used to strengthen your points most of your essay should be in your own words, paraphrasing and analysing the material you have come across in your research. Here is an example of paraphrasing:

e.g. Selwyn et al. (2020) highlight the potential cyber security and privacy concerns that will result from student data being the fuel of AI.

7. Finally proofread: Read through your essay to ensure any quotes flow smoothly and are properly integrated.

Using Footnotes

When you write academic essays, you may come across situations where you want to provide additional information or clarify certain points. Footnotes are a way to do this. They allow you to include extra details or comments without disrupting the flow of your main text.

Here’s a simple breakdown of how to use footnotes:

Placement of footnotes:

Footnotes are typically placed at the bottom of the page where the reference or additional information is needed. They are marked with a superscript number in the main text, which corresponds to the corresponding footnote at the bottom of the page.

Adding footnotes:

When you want to include a footnote, place a superscript number at the end of the sentence or phrase where the additional information is needed.

For example: The American Revolution had a profound impact on society¹.

Writing footnotes:

At the bottom of the page, below the main text, write the corresponding footnote. Start with the superscript number, followed by the additional information or comment you want to include. Be concise and clear in your explanation or reference.

For example: ¹ Janet Smith, *The Impact of the American Revolution on Society* (London: ABC Publishers, 2023), 47.

In this example, the superscript number “¹” corresponds to the footnote at the bottom of the page. Janet Smith is the author of the book being referenced, *The Impact of the French Revolution on Society*. “London” indicates the

city of publication, "ABC Publishers" is the publisher's name, and "2023" is the year of publication. "47" refers to the specific page or range of pages being cited.

Consistency:

Be consistent in your use of footnotes throughout your essay. If you use footnotes for one source or comment, continue using them consistently whenever needed. This helps maintain clarity and consistency in your writing.

Relevance: Remember to use footnotes judiciously. Only include additional information or comments that are directly relevant and provide value to your essay. Avoid overusing footnotes, as it may distract the reader from the main text.

Note: It is important to check with your teacher or the relevant department's guidelines before using footnotes, as citation styles and preferences may vary.

School Sanctions for Internal Academic Misconduct

As a Catholic School, the forgiving and redemptive nature of the community should be evident. Equally, the more genuinely the girls can be encouraged in all aspects of their lives to promote the growth of self-discipline, the less the need for sanctions.

In keeping with the School's ethos based on a system of trust, concern and respect for the individual, it is most appropriate that we first try to foster an appropriate pattern of behaviour among the girls, praising and encouraging positive behaviour and academic integrity. However, we must confront academic misconduct wherever it is evident. The sanctions outlined below are available to support staff in demanding high standards of the girls and so that there is a consistent, fair, and transparent system that is clear to girls, parents and staff. (Cross reference the Rewards and Sanctions Policy and the Acceptable Use of IT Policy).

First time internal instances of plagiarism (e.g. on study or classwork) will result in a departmental detention being given, (by individual arrangement within departments). Failure to attend such a detention, or the incurring of more than two such detentions in any half term, should then incur a school detention, which is recorded on SIMS and monitored by the Heads of School and the Senior Deputy Head. Repeated instances of plagiarism will escalate the Sanction in accordance with the Rewards and Sanctions policy. In line with the serious academic consequences of a repeated failure to adhere to the School's expectations of Academic Integrity, a meeting with the student's parents will also be requested so the issue of malpractice can be discussed with a senior member of staff.

GCSE and GCE JCQ candidate malpractice

All those involved in the public qualification system have a role to play in supporting the appropriate delivery of assessments and upholding the integrity of qualifications. In accordance with the requirements of the JCQ publication 'Suspected Malpractice: Policies and Procedures' (SMPP 4.1.3), Mayfield School's head of centre must notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice by a candidate in a controlled assessment, coursework or non-examination assessment component after the candidate has signed the declaration of authentication.

[JCQ, Suspected Malpractice Policies and Procedures](#)

If a breach of the regulations on the part of the candidate is discovered after a candidate has signed the authentication statement, the awarding body may impose one of the following penalties:

- the piece of work will be awarded zero marks;
- the candidate will be disqualified from that component for that examination series;
- the candidate will be disqualified from the whole subject for that examination series;
- the candidate will be disqualified from all subjects and barred from re-entering for a period of time.

Given the severe consequences that will result from malpractice in external assessments it is very important that all Mayfield students understand the full implications of not upholding high standards of academic integrity in their

work. Cross reference Mayfield School Examination Policy Section 4.13 and Annex D: Non-Examination Assessment (NEA) policy for more specific information regarding malpractice in public examinations.

n.b. Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication need not be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures (see above).