

### Policy Support (2020 additions)

<b>Access and or admission policy</b>	<p>The access and/or admission policy explains the process and any requirement for participation in the programme.</p> <p>The policy has been reviewed within the last five years.</p>
<b>Inclusion Policy</b>	<p>The inclusion policy:</p> <ul style="list-style-type: none"> <li>• identifies all legal requirements</li> <li>• outlines the structure and process it uses to comply with legal requirements</li> <li>• describes the rights and responsibilities of all members of the school community has been reviewed within the last five years</li> <li>• clearly states the school's vision for implementing inclusive IB programmes.</li> </ul>
<b>Academic Integrity</b>	<p>The academic integrity policy:</p> <ul style="list-style-type: none"> <li>• makes the school's philosophy clear and is aligned with IB guidelines</li> <li>• describes the rights and responsibilities of the school community</li> <li>• articulates responsibilities for teaching a variety of practices related to academic integrity and reflects its five fundamentals, honesty, trust, fairness, respect, and responsibility</li> <li>• clearly states what is good practice, what is misconduct, and what actions are to be taken if there are transgressions</li> <li>• has been reviewed within the last five years.</li> </ul>
<b>Language Policy</b>	<p>The language policy aligns with IB language policy guidelines:</p> <ul style="list-style-type: none"> <li>• recognizes that all teachers are, in practice, language teachers with responsibilities in facilitating communication</li> <li>• outlines how students are to learn at least one language in addition to their home/personal language(s)</li> <li>• describes how the development and maintenance of the home/personal language(s) for all learners is to be supported</li> <li>• ensures that there are practices in place to provide inclusion and equity of access to the IB programme(s) offered by the school for all learners, including those who are learning in a language other than their home/personal language(s) (The document <i>Learning in a language other than mother tongue in IB</i> programmes provides further details on these practices and should be read when a language policy is being developed or reviewed.)</li> <li>• ensures support for multilingualism, which is required to support multiliteracies</li> <li>• describes how the language(s) of the wider community are respected and promoted</li> <li>• recognizes that administrators, teachers, librarians and other school staff will require professional development (PD) in the fields of language learning and teaching, and on how to make sure the language policy becomes a working document</li> <li>• considers what resources and practices are to be used to involve parents in planning their children's language profile and development.</li> </ul> <p>Each school, of course, exists in a unique social context with complex language- and learning-related needs. A language policy must, therefore, also take into consideration the particular sociocultural circumstances of each school community.</p> <p>The policy has been reviewed within the last five years.</p>
<b>Assessment Policy</b>	<p>The assessment policy:</p> <ul style="list-style-type: none"> <li>• clearly states the school's philosophy</li> <li>• is aligned with the IB philosophy concerning learning and assessment</li> <li>• describes the rights and responsibilities of all members of the school community</li> <li>• states what constitutes good assessment practice</li> <li>• has been reviewed within the last five years.</li> </ul>

## Academic Honesty Policy

### Standard C3: (All programmes)

4. Teaching and learning promotes the understanding and practice of academic honesty.

### Standard B1 for MYP, DP, CP

5. The school develops and implements policies and procedures that support the programme(s). The school has developed and implements an academic honesty policy that is consistent with IB expectations.

“Understanding academic honesty is part of learning and teaching. It has become increasingly important to as access to information through technological innovation has increased, and ideas about learning and how knowledge is constructed have changed. Academic honesty is part of being principled, a learner profile attribute where learners strive to “act with integrity and honesty” as we question, inquire and act.” *Making Academic Honesty a School Priority*

Strategies for the PYP Academic Honesty:

- Students’ responsibilities for their own work
- Guidelines for individual and group work
- Age-appropriate expectations and practice regarding references, citations, quotations and paraphrasing
- Agreements related to the responsible use of information technology and media resources

Each MYP, DP and CP must have an Academic Honesty Policy. An academic honesty policy should address common underlying principles applicable to all learning in all programmes, but also transition and differences between programmes or articulation with previous and following educational pathways.

An academic honesty policy should contain:

- ✓ Rationale/statement of purpose for the policy
- ✓ Details and advice on student responsibilities
- ✓ Details and advice on teacher responsibilities
- ✓ Details and advice on school responsibilities
- ✓ Details and advice on parent responsibilities
- ✓ Measures taken to provide education and support
- ✓ Age-appropriate guidance on expected behaviors/examples of good referencing/good exam practice counterbalanced with examples of poor referencing/unacceptable practice
- ✓ Scenarios and/or frequency asked questions (FAQ)
- ✓ Procedures-reporting, recording and monitoring
- ✓ The rights of the student, if suspected of a breach of academic honesty
- ✓ Consequences of academic misconduct/remedial action/penalty tariff/follow up/consequences of misconduct in external assessments
- ✓ A policy on review of the policy (annual review)

One way to articulate the construction of meaning and learning of academic honesty can be expressed by constructing a framework such as:

Academic honesty in IB Programmes					
Approaches to teaching and learning	Self-management, social, communication, thinking, and research skills				
	Culminating Project	Group Work	Oral Presentation	Creative Work	Other
PYP					
MYP					
DP					
CP					

“Students may sometimes be tempted to plagiarize work because they are unable to cope with the task that has been set for them. They may recognize content that is relevant but may not be able to paraphrase or summarize, for example. To promote the development of conceptual understanding in students, teachers must take responsibility to see meaningful tasks that can be completed wither independently or with the appropriate amount of scaffolding. Making the process of inquiry visible should be integral to all teaching and learning in IB programmes.” *Making Academic Honesty a School Priority*

## Inclusion/Special Educational Needs Policy

The following practices require schools to demonstrate their support for learning diversity;

A9 the school supports access for students to the IB programme(s) and philosophy.

B1:5 The school develops and implements policies and procedures that support the programmes(s).

B2:8 The school provides support for its students with learning and/or special educational needs and support for their teachers.

C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

"Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers." *Learning Diversity in the IB Programmes*

Schools should develop and implement an inclusion/special educational needs (SEN) policy that is consistent with IB expectations, in accordance with local legislation and school policy, and is easily available to the whole school community. It should link with the school's mission and pertinent school policies such as those of language, learning, and assessment." An inclusion/SEN policy celebrates the practices and procedures that support student learning in a school's particular content.

Self-review framework

[http://xmltwo.ibo.org/publications/General/g\\_x\\_senxx\\_tsm\\_1501/PDF/self%20review%20form\\_e.pdf](http://xmltwo.ibo.org/publications/General/g_x_senxx_tsm_1501/PDF/self%20review%20form_e.pdf)

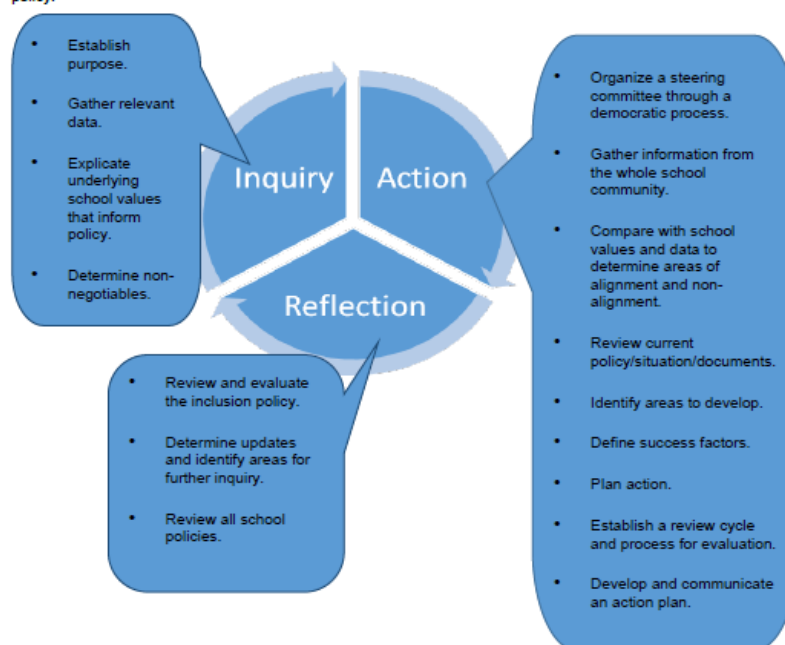
What is an IB Inclusion Policy?

- Reflect the school's mission and values.
- Articulate the school's vision on inclusion.
- Articulate practices and procedures developed to remove barriers to learning.
- Be in accordance with local legislation and school policy?
- Be consistent with IB expectations as stated in the IB standards and practices.
- Be accessible to the whole school community.
- Link with the school's policies (that is, language, learning, assessment)

An inclusion/SEN policy ensures that:

- Students are the center of learning and can take responsibility for their learning when appropriate
- Resources are made available
- Procedures and provisions remain consistent
- Legal requirements are known and adhere to where necessary
- Policies and procedures remain fit for purpose
- The learning environment (social and physical) lends itself to inclusion
- Differentiation is supported from planning through to instruction and assessment

The use of the Inquiry, Action and Reflection cycle will sustain the development and review of the inclusion policy.



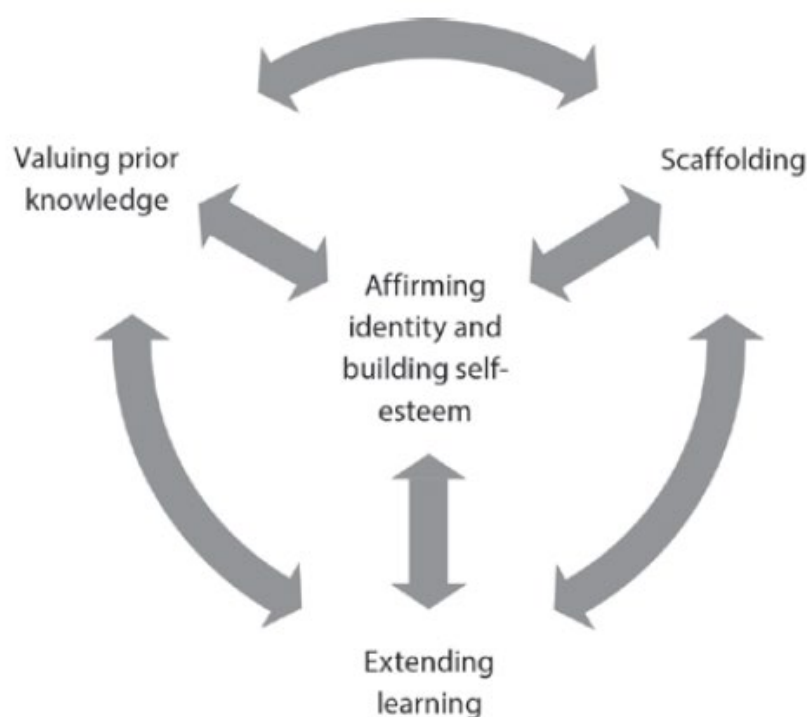
Questions to ask when developing and implementing an Inclusion/SEN policy.

School Organization	<p>What are the local, national, and international legal obligations on SEN that have to be met?</p> <p>What are the local, national, and international legal requirement of teachers in meeting the needs of students?</p> <p>Is the policy consistent with IB philosophy and practice?</p> <p>How is the philosophy on inclusion aligned with the school's mission statement?</p> <p>How does the school define inclusive education?</p> <p>How does the policy link to other school policies?</p>
School Development	<p>How is the provision for inclusion/SEN supported by PD?</p> <p>What provision improvements are needed?</p> <p>What are the implications for school development?</p>
Resources	<p>What expertise does the school have access to?</p> <p>What expertise is needed?</p> <p>Who are the staff experts and/or consultants who work with students and/or guide to work with students with learning support needs?</p> <p>What resources are allocated to maximize inclusion?</p> <p>Who is responsible for finding, allocating and deploying resources?</p> <p>Which testing or screening tools does the school have access to?</p> <p>Which tests are staff qualified to administer?</p> <p>Which staff/stakeholders have specific responsibilities to maximize inclusive outcomes (state job title and responsibilities?)</p> <p>Is the school physically accessible? If not, is there a plan for creating accessibility?</p> <p>What are the budgetary implications?</p>
Stakeholders	<p>Who are the stakeholders and outsiders to whom the inclusion policy will apply-management, teachers, students, parents/legal representatives of students, non-teaching staff, and visitors?</p> <p>Which stakeholders are made aware of the inclusion policy? How?</p>
Communication	<p>Who is responsible for notifying parents, students and teachers of testing results?</p> <p>Are students, parents/legal representatives of students aware of the inclusion policy?</p> <p>How is the school community made aware of the inclusion policy?</p> <p>Does the school have ongoing communication with parents of students with learning support needs? Are there any specific modes of communication?</p> <p>How is information communicated and coordinated during transition stages-changing schools, campuses, sections?</p> <p>How are the inclusive policy and practices communicated to new staff?</p>
Confidentiality	<p>How does the school communicate its policies and procedures regarding confidential information?</p> <p>How is information held on students, is any of the information confidential, where should it be held and who should manage it?</p> <p>Who has access to student files?</p>
Learning	<p>What is the extent of student learning needs at present?</p> <p>How are the needs of existing students being met?</p> <p>How many students in the school have learning support/SEN needs? Are there more students in specific SEN categories?</p>
Policy Documentation	<p>How is inclusive/SEN provision documented?</p> <p>How is the provision for inclusion/SEN structured, coordinated and monitored?</p> <p>How is the overall access to curriculum, examinations and school activities reflected in the policy?</p> <p>How are individual educational plans reflected in the policy?</p>
Policy Processes	<p>What is the policy review process? How does it ensure that the inclusion policy remains a work in progress, keeping up to date with the needs of the student population and in line with learning needs legislation as well as roles and responsibilities?</p>

*Meeting student learning diversity in the classroom*

## Learning Diversity and Inclusion in IB Programmes

The four principles of good practice in the IB learning cycle.



How do we extend learning for all?

The creation of effective, inclusive schools is dependent upon creating common understandings across the whole school community. Schools must consider how to include all members of the community when planning for professional development to extend learning.

<b>Creating optimal learning environments</b>	<b>Technology</b>	<b>Collaboration</b>	<b>IB approaches to learning</b>	<b>Assessment</b>	<b>Teaching to variability Differentiation Universal design for learning</b>
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	<b>Assessment</b> <b>Learning and growth is nurtured through observation and feedback</b>	
	<b>Assessment for learning</b>	<b>Assessment of learning</b>
<b>When?</b>	Continuously during the teaching and learning process	At the end of the teaching and learning process
<b>Why?</b>	To gather evidence on student learning, provide feedback and adapt teaching	To evaluate student learning against criteria or standards
	To support and advance students' learning	To grade and certify students' achievements
<b>Who?</b>	Teachers, students, peers	Internal or external examiners

Differentiation is the process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue and achieve appropriate learning goals.

<b>3 Curricular Elements of Differentiation</b>	
<b>Content</b>	What should a student come to know, understand and be able to do? How will the student gain access to the knowledge, understanding and skills?
<b>Process</b>	What activities will be used to help students make sense of the knowledge, understanding and skills?
<b>Product</b>	What products will provide evidence of what the student knows, understands and is able to do?

*Learning diversity and inclusion in IB Programmes*

## Language Policy

Step One: Establish a language policy steering committee.

Step Two: Write a school language policy.

Step Three: Reviewing the current language situations and practices and compiling a school language profile.

- The diversity of language needs for learners in the IB Programme(s). This should include information on the languages of teaching and learning, the languages of communication used in the school and outside the classroom, and the range and types of mother tongue in the community.
- The other language needs of the community. This should include any legal requirements as a result of government legislation.
- Current practices relating to language teaching and learning. For example, practices relating to the choice and planning of language courses for learners; spelling and referencing protocols, preferred bibliographic styles; rules and expectations about language use around the school.
- Beliefs held about language teaching and learning.
- Other policies that relate directly to language teaching and learning such as admissions and assessment policies. The policy may also identify the need for a school-based inquiry that will evaluate ideas for future inclusion in the language policy:
- Look at the way in which library and media resources are linked to teaching programmes
- Consider alternative models for developing and maintaining mother-tongue languages
- Consider alternative models for addressing the needs of those learning in a language other than their mother tongue
- Initiate or further develop a system for keeping a language profile for each learner
- Review the processes used to identify the language needs of each learner
- Monitor the effectiveness of differentiation strategies for learners with specific language learning needs
- Develop a language continuum scope and sequence

Further considerations by programme:

PYP	MYP	DP	CP
<ul style="list-style-type: none"> <li>• Promote inquiry-based authentic language learning</li> <li>• Focus on the transdisciplinary nature of language learning</li> <li>• Incorporate the teaching and learning of language into the programme of inquiry</li> <li>• Interrelate the skills of listening, speaking, reading, writing and media literacy</li> <li>• Provide for the teaching of additional languages</li> <li>• Promote consistency of practice in the teaching and learning of all languages where more than one language of instruction is used</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate practices for the provision of language and literature and language acquisition</li> <li>• Integrate the learning of languages with learning in the subject groups</li> <li>• Integrate language learning with interdisciplinary planning</li> </ul>	<ul style="list-style-type: none"> <li>• Well-resourced special-request and school-supported self-taught options in language and literature to maintain the mother-tongue development</li> <li>• Opportunities for learning ab initio and language acquisition</li> </ul>	

Next steps:

1. Design and initiate a review process.
2. Link the language policy to other documents.
3. Communicate the policy regularly with all stakeholders.
4. Make the policy accessible to all stakeholders.

*Guidelines for developing a school language policy.*

<http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/learn.cfm&filename=%2Fg%5Fo%5Flearn%5Famo%5Fo8o4%5F2%5Fe%2Epdf>

## **Language Policy**

### **MNPS IB Language Policy**

IM 4.166

#### **Language Philosophy**

The International Baccalaureate (IB) programmes aim to give students knowledge and learning experiences that have global significance and that give students the opportunity to explore the similarities shared by people of all cultures. To conduct inquiry and be prepared for lifelong learning, students need a range of skills: social, communication, thinking, research, and self-management.

IB World Schools challenge students to become effective global citizens with international-mindedness a priority in their thinking and problem-solving. Intensive language learning is central to this goal. Through authentic language and context, students learn about other cultures and perspectives and become more knowledgeable and caring. The International Baccalaureate Organization (IBO) recognizes the increasing mobility of the world population; therefore, IB students are learning and communicating in a second language, as well as in their native language. Mother-tongue maintenance and development are considered essential and are supported through individual school language policy documents.

The authorized IB schools in MNPS understand that every teacher is a language teacher, facilitating student awareness of the power of communication through spoken and written languages. Teachers across the subject areas collaborate to ensure that students make cross-curricular connections and express them appropriately.

#### **Primary Years Programme (PYP)**

Through an inquiry-based, whole-school, transdisciplinary approach to learning, the PYP promotes the attributes of the IB Learner Profile that provides a long-term vision for education and unites IB schools in a common purpose. Instruction in a language in addition to English begins in kindergarten. The skills and concepts taught in a second language support those being taught in English. Inquiry into the culture of the additional language is a major component of the language instruction. PYP students will achieve varying degrees of written and spoken proficiency in the additional written and spoken language.

We view language development as a shared responsibility of the teachers, students, and parents. PYP teachers communicate expectations and suggestions to parent partners for increased language learning. Students with two or fewer years of English instruction need more intense work toward English proficiency. Details about language-support activities, after-school programs, and enrichment strategies are developed and distributed by the schools to students and parents.

#### **Middle Years Programme (MYP)**

Also an inquiry-based approach to learning, the MYP promotes the Learner Profile and the five Areas of Interaction through disciplinary classroom instruction, incorporating interdisciplinary and multidisciplinary approaches as appropriate. The IB Learner Profile describes a communicator as one who understands and expresses ideas and information confidently and creatively in more than one language and in a variety of modes of communication. The MYP stresses the fundamental importance of communication, both verbal and non-verbal, as the means through which cognitive growth is achieved. Students are required to learn an additional world language in the MYP.

While building toward student mastery of the English language, candidate and authorized MYP schools also provide pathways for continued concentration on students' additional languages of choice. For example, when students have studied Mandarin Chinese or French or Spanish in their Primary Years Programmes, they may choose to continue the study of the PYP second language at their MYP schools. To accommodate the learning needs, interests, and backgrounds of students moving from Primary Years Programmes to Middle Years Programmes, the MYP schools offer second language (Language B) choices appropriate for their students.

It is expected that, once students are in the MYP, they will remain with their selected second language for the five years of the programme so they may achieve a high level of fluency in Language B oral and written communication. In immersion classes, minimal English is used.

## **Diploma Programme (DP)**

Designed for students in their last two years of high school, the Diploma Programme is a challenging university preparatory course of study. IB Diploma candidates assume the requirements of six subjects, including Language B. At IB Diploma schools, second-language courses will be offered at the Standard Level (150 hours of instruction), and at the Higher Level (240 hours of instruction) as needed.

Language B courses provide second-language learning for students with four or more years of study in that language. Students refine skills of listening, speaking, reading, and writing through experiences with a wide range of literary and non-literary texts. *Ab initio* courses, available at Standard Level only, offer two years of beginning language study for juniors and seniors who learn to use a new language effectively in different settings.

For those students whose first language is not English, Diploma schools will provide appropriate language training for English Language Learners (ELL). The English Language Development (ELD) teachers in the IB Diploma schools have regular contact with the Language A (English) teachers and an understanding of the Language A course objectives.

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## **A language policy must: (From Standards and Practices)**

- Recognize that, since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication.
- Outline how students are to learn at least one language in addition to their mother tongue.
- Describe how the development and maintenance of the mother tongue for all learners is to be supported.
- Ensure that there are practices in place to provide inclusion and equity of access to the IB programme(s) offered by the school for all learners, including those who are learning in a language other than their mother tongue.
- Recognize that administrators, teachers, librarians and other school staff will require professional development in the fields of language learning and teaching, and on how to make sure the language policy becomes a working document.
- Consider what resources and practices are to be used to involve parents in planning their children's language profile and development.

“A language policy is an action statement . . . It is concerned less with where the students in school are going, and more with how they are going to get there.” *Language Policy in Schools, Corson (1999)*



## Assessment Policy

It is a requirement that every IB World School has an assessment policy that reflects the school's philosophy and position on assessment. Developing this policy often allows schools to focus on their philosophy for assessment and helps to achieve a common understanding of their aims and objectives across the programme. An assessment policy is a written document that aims to clarify teachers' understanding of the whole assessment process within their school setting. It is not a static document but one that is constantly evolving to reflect the assessment needs of the school. Collaborative reflection is a key component of developing an assessment policy, and must involve both teaching staff and administrators. Once an assessment policy has been developed and agreed upon, it will apply across the whole school. A clear assessment policy needs to be established in the school and communicated to students and parents.

The Assessment Policy should contain:

Purpose for Assessment	<ul style="list-style-type: none"> <li>• What and why do we assess?</li> <li>• Principles of Assessment (What are the characteristics of effective assessment?)</li> <li>• Assessment Practice (How do we assess?)</li> </ul>
Collaborative Process of the School Community	Collaboration is the collaboration that must take place within a school in order to create an assessment policy. The written document is the intended outcome, however it is the collaborative nature of the process and the associated discussions that are of most value. By involving those with a vested interest, the assessment policy then truly reflects the school's philosophy. A system should also be put in place to allow regular reviews of the policy.
Questions to consider to establish an Assessment Policy.	<ul style="list-style-type: none"> <li>• What is the school's philosophy of assessment?</li> <li>• How is the school's philosophy of assessment aligned to its mission statement?</li> <li>• What practices will be agreed upon in order to fulfill this philosophy?</li> <li>• What are the purposes of assessment for all the key groups within the school community (students, teachers, parents, administrators?)</li> </ul>
Further questions to consider	<ul style="list-style-type: none"> <li>• How should we structure assessment?</li> <li>• How often should we assess?</li> <li>• What do we assess?</li> <li>• Who is responsible for assessment and how?</li> <li>• How should assessment information be recorded?</li> <li>• How should assessment information be analyzed and reported?</li> <li>• How will assessment information be reported to students and parents?</li> <li>• Who will have access to assessment information and where will it be located?</li> <li>• How often will we review our assessment practices?</li> <li>• Are there any mandatory requirements that must be satisfied?</li> <li>• How will the school combine IB expectation with those of local/national requirements?</li> </ul>

Key Principles of Assessment from Standards and Practices. Looking for evidence of:

- Assessment is integral to planning, teaching, and learning.
- The assessment system and assessment practices are made clear to parents and students and teachers.
- There is a balance between formative and summative assessment.
- Opportunities for peer and self-assessment are planned for.
- Students' current knowledge and experience are assessed before embarking on new learning.
- Students are provided with feedback as a basis for future learning.
- Reporting to parents is meaningful.
- Assessment data is analyzed to provide information about the teaching and learning, and the needs of individual students.
- Meeting the needs of students at particular ages and stages of development.
- Incorporation of national requirements that schools may have to abide by.
- Meeting the requirements of higher education institutions around the world.

