



Impington International College: Academic Honesty Policy

Academic honesty in the Diploma Programme (DP) and Careers Programme (CP) is a set of values and behaviours informed by the attributes of the learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

At IIC, all coursework—including work submitted for assessment—is to be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed guidelines provided by the IB for the relevant subjects.¹

Academic honesty guidelines and further information is published for students and staff on the VLE (MOODLE). The IIC chosen house style referencing system is APA; a full guide with examples of how to cite is found in the academic honesty section of the Moodle. All IBDP and IBCP students and their parents sign a copy of the document at the beginning of Year 12 signalling their understanding of the policy. The policy fully upholds the policies and principles found within the latest IB guidelines on academic honesty "Academic Honesty in the IB educational context" published 2014.

All students will:

- Undertake to practice academic honesty in all areas of their programme of study, in accordance with this policy and the IIC expectations policy, based on the IB learner profile

All Parents/Carers should:

- Be aware of what academic honesty is in the context of the IB programmes, support and encourage their child to be academically honest

All staff will:

- Model integrity and practise academic honesty themselves
- Undergo regular training via both faculty and whole school CPD sessions in what academic honesty is and how to identify dishonesty
- Be rigorous in checking for dishonesty
- Play an active role in educating students about how to avoid academic dishonesty and practice academic honesty
- Actively seek to understand and practice the reporting system for suspected academic dishonesty
- The Role of the Librarian: The Librarian is a very useful resource for all DP & CP students and teachers. The librarian is an expert in the area of academic honesty, and can provide ethical guidance alongside information on how to use the citation system in each assignment, particularly the Extended Essay. The Librarian will also be able to provide guidance on the use of JSTOR.

What is academic dishonesty?

Academic dishonesty can take several forms. According to the IB, malpractice can be defined as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component. Malpractice includes:

¹ Diploma Programme: From principles into practice (For use from August 2015)

- Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own
- Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record or using the same piece of work for an EE and an IA).

Malpractice also includes:

- Making up data for an assignment
- Misbehaving during an examination
- Copying the work of another candidate
- Referring to or attempting to refer to unauthorized material that is related to the exam
- Memorizing a mark scheme for a mock examination
- Failing to comply with the instructions of the invigilator or other member of school staff during an examination.
- Impersonating another candidate
- Including offensive material in a script
- Stealing examination papers
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours of the examination.
- Using an unauthorized calculator or unauthorized software on a graphing calculator

An honest piece of work is one that is based on the student's "individual and original ideas with the ideas and work of others fully acknowledged"². Therefore, all IIC students' work, "regardless of...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."³

The consequences of academic dishonesty at IIC: Role of the KS5 leaders, the Programme Coordinators and Head of School

If a member of staff or another student suspects a student is academically dishonest in any way, they should immediately contact the most relevant KS5 leader. The KS5 leader will investigate and if there is evidence of academic dishonesty, refer the case to the IBDPC or IBCPC who will determine sanctions in consultation with members of the Senior Leadership Team, that may include any of the following depending on the severity of the incident:

- A reminder of the academic honesty expectations and an opportunity to complete the assignment honestly under supervision. Alteration of the assignment to meet the criteria of the assessment will be at the teacher and/or programme coordinator's discretion.
- A report to the student's parents and other members of staff asking for extra vigilance in future assignments/examinations
- A zero mark for the assignment/examination
- A temporary exclusion from the school
- A disqualification from the programme of study and/or a permanent exclusion from the school.

² "Academic Honesty in the IB educational context" published 2014.

³ "Academic Honesty in the IB educational context" published 2014.



Impington International College: Admissions Policy

Arrangements for applying for a place at Impington International College vary according to whether you are using UCAS Progress (online) or other application methods inside or outside the Cambridge Area Partnership (CAP).

Applications for admission to Year 12 (Sixth Form) outside the CAP area can be sent directly to the College (application form on website) or through the online UCAS Progress application process. If applying through UCAS Progress you should list your preferences in order of priority. You can do a joint first preference at two institutions, if the courses are different.

Entry requirements for Impington International College:

Applicants are usually 16 or 17 years old, are UK/EU passport holders and have lived in the EU for the last three (3) years. If not in these categories, contact Impington directly for clarification of applicant status.

International Baccalaureate Diploma Programme

We require at least seven GCSEs with an average of Grade 5, including English Language and Maths. For subjects you wish to take at higher level you will need at least a grade 6.

International Baccalaureate Career Programme

We require at least five subjects at GCSE grade 4 or higher, ideally including Mathematics and English and preferably with a grade 5 in your area of specialism.

The Performance School

We require at least five subjects at GCSE grade 4 or higher, including Mathematics and English.

Sports Scholarship Programmes

We require at least five subjects at GCSE grade 4 or higher, ideally including Mathematics and English.

Applicants not in English educational system

Please contact Impington directly for discussion of qualifications and equivalences.

Entry will not be determined by a formal interview, but an informal guidance meeting will be held to advise students on appropriate course selections.

The Year 12 cohort is expected to be in a range appropriate to the size of the College. Students with EHCPs will be accommodated as appropriate. Please note that the availability of places in certain curriculum subjects may determine if the oversubscription criteria detailed below are applied.

Where required the oversubscription criteria below will be applied. Priority will be given in the following order:

- Students looked after by a local authority under the provision of the Children's Act 1989
- Students with a sibling at the College at the time of application
- Students in a Cambridgeshire school not offering the courses requested
- Students in any school without Years 12 and 13
- Students in any school not offering the courses requested



Impington International College: Assessment Policy

At IIC students and teachers work in partnership to enable students to demonstrate what they have learned, assess their progress, and identify specific strategies to maximize their potential.

Teachers use multiple forms of formative assessment to enable progress. Formative assessments are the grounding and preparation for students to learn the skills needed for summative assessments as well as assignments. We use a structure that allows teachers and students to record what was impressive, identify what needs improvement and then demonstrate how 'I Make Progress' (IMP).

Half-termly data drops will take into account the summative learning shown by a student in preference to the formative learning they showed along the way. In this way summative grades are not an average of all assignments; rather, they are an indication of the level the student has attained and sustained.

Roles and Responsibilities:

All IBDP and IBCP teachers will:

- Be fully aware of the DP and CP assessment criteria for their subjects, published on the My IB site in each subject's guide
- Be fully aware of grade boundaries and grade descriptors for all DP subjects (1-7) and DP/CP Core grading
- Ensure all students are fully aware of the DP and CP assessment criteria for their subjects, published on the My IB site in each subject's guide
- Assess work according to the IIC expectations: in the assessment books, every two weeks, using the 'IMP' structure. CRS subjects assessed in accordance to BTEC regulations.
- Complete the regular data drops accurately either for ongoing faculty use or for whole school reporting in SIMS
- Understand the difference between and report accurately both forecast and predicted grades
- Use a variety of types of assessment of student learning
- Modify teaching in light of the learning that has taken place using formative assessment data
- Analyse assessment data to identify patterns of individual student performance and needs
- Work in collaborative teams to design, assess and moderate tasks
- Compare common assessment data with other teachers to assess where student learning has been strong and where it has been less strong
- Show an awareness of the diversity of the class by using a variety of assessment and teaching strategies
- Provide timely written and oral feedback on assignments
- Avoid assessing summatively without assessing formatively with feedback and feedforward
- Bear in mind the student's whole schedule when setting deadlines
- Be mindful of any Inclusive Access Arrangements students have and how they might affect assessment
- Work with the Student Manager/SENCO to design assessments that will effectively assess the learning of students with specific learning needs

The Sixth Form Leadership Team and KS5 leaders

- Carry out regular work scrutinies to ensure assessment policy is being followed
- Analyse whole cohort assessment data
- Report whole cohort assessment data to the Senior Leadership Team

- Communicate assessments/data regularly to parents and students

All students and parents should:

- Be aware of the assessment criteria in each subject
- Understand and use the IMP process for making progress



Impington International College: Expectations of all students

All students at IIC will work to develop the principles and practices of the IB learner profile in the following ways:

Principles:	Practices required:
Inquirers	<ul style="list-style-type: none"> Develop your natural curiosity by engaging fully in all lessons and completing all tasks set on time as well as doing your own research and background reading Learn how to ask the right questions and conduct research; show independence in learning by completing tasks by yourself with minimum input by your teacher Show your teachers and classmates you actively enjoy learning through participation in discussion and positive body language in all learning environments
Knowledgeable	<ul style="list-style-type: none"> Connect the concepts, ideas and issues you explore in your lessons with the world, locally and globally. Always ask yourself, your peers, your teachers what the <i>significance</i> of what you are learning is Attend punctually and work hard in all lessons to acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. Demonstrate this knowledge by seeking to achieve the best grades you can in your assignments and examination scores
Thinkers	<ul style="list-style-type: none"> Be prepared to fail, examine failure and try again. Exercise your initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions
Communicators	<ul style="list-style-type: none"> Understand that how you express yourself is key to peoples' perceptions of you. Learn to understand and express ideas and information confidently in a variety of modes of communication, knowing the difference between talking to peers and staff Actively develop the skills to work effectively and willingly in collaboration with others
Principled	<ul style="list-style-type: none"> Act with integrity and honesty in all situations. Demonstrate fairness, justice and respect for the dignity of the individual, groups and communities Take full responsibility for your own actions and behaviour and the consequences that accompany them
Open-minded	<ul style="list-style-type: none"> Understand and appreciate your own culture and personal history and be open to the perspectives, values and traditions of others Actively ask for and evaluate a range of points of view on your work and your actions; be willing to grow from the experience and engage with positive criticism
Caring	<ul style="list-style-type: none"> Show empathy, compassion and respect towards the needs and feelings of others Commit to service, and act to make a positive difference to the lives of others and to the environment
Risk-takers	<ul style="list-style-type: none"> Approach unfamiliar situations and uncertainty with courage and forethought, openly admit to difficulties and actively seek advice Be brave and articulate in defending your beliefs but always do so appropriately
Balanced	<ul style="list-style-type: none"> Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others Take positive actions to ensure your wellbeing and that of others is a priority
Reflective	<ul style="list-style-type: none"> Recognise you are responsible for your own learning and experience Reflect regularly on your own performance and behaviour Be prepared and able to assess and understand your own strengths and limitations in order to improve your learning and personal development



Impington International College: Language Policy

IIC aspires to provide for all who share in the life of the college a quality of experience which respects them as individuals and gives fulfilment and reward. We recognize that equality of opportunity does not necessarily mean treating everyone the same and that failure to acknowledge cultural differences can have negative influences on individual and collective identities. We positively welcome the diversity present in our sixth form and advocate a policy of cultural pluralism which gives equal status to all languages, religions and cultures.

IIC acknowledges the central role language plays in both teaching and learning throughout the curriculum. We recognize that since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication. Integral to our teaching is the promotion of cultural awareness of the countries where the language is spoken. We recognize and celebrate cultural diversity and help to prepare our students to take their position in a global society; informed, tolerant and respectful of others.

IIC was designated as a specialist Language College for many years and we aim to promote the highest quality of language learning, enabling our students to communicate effectively through the target language. We ensure that students gain confidence in both native and foreign languages through progressive development of the four skills of listening, speaking, reading and writing. At the same time, we build a sound grasp of grammatical structures to underpin these skills and to consolidate learning. We value our role in providing young people with the skills needed to progress into employment, further training or higher education according to their individual abilities, aptitudes and ambitions.

Specifically, we ensure:

- All IBDP students learn at least one language in addition to their first and best language; IBCP students all develop an additional language to their mother tongue during their course
- The development and maintenance of the mother tongue for all learners, if not taught by the school, is supported via the provision of the option of a self-taught language A with the aid of a specialist self-taught teacher who is also an experienced language A teacher and timetabled class support
- Taught first languages recognize the needs of our learners and currently are: English, Spanish, Italian, German and Polish. French A is taught when there is demand
- Additional languages: English B, French B, Spanish B, German B and ab initio Japanese and Spanish
- As an international sixth form we 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. We positively encourage overseas students who do not have English as their first language to study the IBDP here.
- English is the language of instruction and is promoted throughout the curriculum and environment.

Roles and Responsibilities:

- Sixth Form Leadership Team along with the school's EAL coordinator: to provide advice and guidance for all staff on how to support students with additional language needs
- Languages and English Faculty KS5 Leaders: to ensure the range of languages is actively promoted and provided where there is need; to support all students in their language learning needs
- Librarian: to ensure there is a selection of Language A literature other than English and suitable language acquisition materials including dictionaries for students to use

School language profile:

- At Impington Village College (IVC) there are nearly **290 students** (including 6th Form) that have English as an Additional Language (EAL), which makes approximately **22%** of the school's population. On average every one student in five has EAL. Every year a number of new arrivals join IVC. This year we have had seven new EAL arrivals in the lower school and 107 in the 6th Form
- The most linguistic diversity can be found in years 8, 10, 12 and 13. There are 43 different languages spoken across the whole school. After English, the most widely spoken are: Italian, Spanish, Polish, German, French, Bengali, Portuguese, Chinese and Russian. Other less common languages include: Arabic, Hebrew, Dutch, Serbian/Croatian, Tagalog, Korean, Greek, Thai, Turkish, Catalan, Czech, Yoruba, Latvian, Urdu, Punjabi, Slovak, Swedish, Norwegian, Tamil
- To summarise in 6th form we have students that speak:
 - Italian (26)
 - Polish (19)
 - German (16)
 - Spanish (16)
 - French (6)
 - Slovak (4)
 - Swedish (3)
 - Portuguese (3)
 - Russian (2)
 - Turkish (2)
 - Greek ,Hungarian, Korean, Serbian/Croatian, Tagalog, Bulgarian, Danish, Norwegian, Thai (1)



Impington International College: Inclusive Education Policy

IIC has an inclusive admissions policy and aims to provide all students, including students with SEND, with a high quality education that is broad, balanced and adapted to meet individual needs. We have high expectations of work, attitude and behaviour and we place a high value on the involvement of students and their parents / guardians in order to maximise wellbeing and academic success.

IIC believes in full integration of students and favours supplementing the education of the students with additional support within the classroom rather than a two-tiered approach with students with additional needs being taught in separate classes. At IIC we firmly believe that the central place of approaches to learning (ATL) in all IB programmes helps teachers and students respond in a flexible way to individual learning needs, including the needs of those who are learning in a language other than their first language or who have learning support requirements. Differentiated teaching practices build opportunities in which each student can develop, pursue and achieve appropriate individual learning goals.¹ Differentiation is therefore a key requirement in our expectations of best practice.

IIC aims to:

- identify student needs promptly
- discuss with staff, parents and students the background and nature of these needs
- involve both parents and students in planning how needs might be met
- devise and communicate strategies to address needs and set target for students to work towards
- work with staff and students to regularly monitor and co-ordinate progress towards targets
- monitor and review the success of systems and procedures designed to support students with SEND through communication with staff, students and parents
- create partnerships with external agencies as necessary to provide additional support for students

If a student has an EHCP that continues past the age of 16 (assessed in Year 11) funding will be allocated to the school and will be spent in an appropriate fashion to support the student (in class support for example).

Support for students with SEND

- Access to appropriate ICT facilities including laptop computers and ipads; appropriate software
- Special arrangements for external and internal examinations
- Support with applications to Higher Education institutions.
- Fire evacuation plans are in place for disabled pupils. Refuge areas are clearly marked. All buildings have appropriate access arrangements for disabled students.

Early identification and action on additional needs

The Assistant Principal KS5/IBDPC and Student Manager will look carefully through the files for each student and especially at their application to identify as many students as possible that may have additional needs. The Cambridgeshire Risk of Non-Involvement (RONI) data will also be used to identify potential need as well as a Child Protection information from previous schools. These students will be added to the Sixth form SEND register and appropriate meetings/communications ahead of enrolment will occur.

¹ Diploma programme: From Principles into Practice: learning Diversity and Inclusion

Students meet with the Student Manager to discuss any additional needs or barriers to learning that they have experienced or anticipate. The Student Manger will then contact the SENCO to identify a plan for support if it is deemed necessary. Throughout the academic year, teaching staff and tutors continue to refer students to the Student Manager for in or out of classroom support.

Teachers are given SEND information and guidance on differentiation so that each individual is supported to make the most effective use of the range of learning opportunities provided. Staff are encouraged to use a range of activities and resources that match the goals and methods of the learner and are relevant to their skills and knowledge. We also promote self-reflection for staff and students so that they can gain understanding of themselves as learners so that they will be able to self-advocate independent learning skills within any of the IB programmes. Dialogue is encouraged between students and staff about the best ways to promote learning and inclusion.

All Sixth Form teachers and support staff are made aware of the four IB principles that underpin these aims through distribution of this document. Lesson observations record evidence of attempts to satisfy the four principles of good practice:

1. Affirming identity and building self-esteem
2. Valuing prior knowledge
3. Scaffolding
4. Extending learning

Role and Responsibilities:

- Assistant Principal KS5/IBDPC and Student Manger: identification of students with inclusive access/SEND and continuous update of all records
- SENCO: to ensure provision is made as appropriate
- Assistant Principal KS5/IBDPC application for Inclusive Access Arrangements for IBDP exams and use of D2 form in case of adverse circumstances