



Sainte Victoire
International
School
2024 - 2025



IB POLICY HANDBOOK



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Welcome to SVIS

Sainte Victoire International School is a small and welcoming school which is proud of its school programmes and family atmosphere.

Our international curriculum challenges students to: think creatively, work collaboratively, learn comprehensively and live comfortably in our ever-changing, dynamic world.

When they graduate from SVIS, we envision students to be: resilient, resourceful, responsible, respectful and ready for the challenges they will face in an increasingly competitive world.

The Premier and Terminal years of school are an exciting time when students begin the last stage of their education before moving on to tertiary study or employment. This handbook is intended to assist and inform students and parents about the policy documents implemented throughout the IB programme at SVIS and the underlying principles for quality learning which they represent.

Our Philosophy

We ensure students are the central focus of our school.

The two fundamental pillars of SVIS are:

- to offer a balanced international curriculum combining academic learning with sport, artistic and cultural activities
- to create a community mind-set based on respecting differences and celebrating the diversity in our world.



Our Values and Mission

Our school values are:

- to encourage curiosity and an appetite for learning that allows cultural and academic growth within our exceptional environment
- to show respect for oneself, one's fellow classmates, for teachers and all members of the SVIS community
- to promote ambition by setting personal goals and to provide students with opportunities and means to reach those goals
- to display courage and perseverance which are essential qualities for developing a student's holistic potential: academically, artistically, athletically.

At SVIS, we are committed to being a leading international school in Europe, fostering a dynamic and inclusive environment where academic excellence is balanced with physical, social, and mental well-being.

Our mission is to empower students with the skills and mindset needed to thrive in an ever-changing world. Through our rigorous and internationally recognized curriculum, we encourage students to:

- Think creatively and critically
- Collaborate effectively
- Engage in lifelong, holistic learning
- Adapt confidently to global challenges

As an IB World School, we cultivate a learning environment where the IB Learner Profile and Approaches to Learning guide our pedagogical approach.

We inspire our students to be:

- Resilient in overcoming challenges
- Resourceful in seeking knowledge and solutions
- Responsible for their actions and contributions to society
- Respectful of diverse perspectives and cultures
- Ready to succeed in a competitive and interconnected world

By integrating a purposeful and engaging curriculum with innovative teaching methodologies, we ensure that learning is meaningful, relevant, and transformative. Our approach nurtures not only academic success but also the essential life skills that prepare students for leadership and success in the 21st century.

At SVIS, we bring learning to life and life to learning.



The SVIS admissions process focusses on two main components:

1. Student attributes
2. Academic achievement

For all applications to SVIS, the last two years of school reports are required. This includes grades and teacher comments.

Reports are reviewed by the Head of Section (such as the IB DP Coordinator, or IGCSE Coordinator) and Director. Should the Director and Head of Section be satisfied with the reports, a meeting is arranged with the student(s) and parents.

Following a meeting with the student(s) and parents, a decision is reached as to whether the students attributes and academic performance are suitable to the programs offered at SVIS.

Enrolment of a student is confirmed once the enrolment forms (including medical details) have been completed and returned to SVIS administration.

*If there is a lack of clarity in the reports and information provided by families, SVIS may request the student(s) undertake some assessment to be reviewed by teachers of the relevant section at SVIS. For example a student's level of first or second language may be reviewed to establish if a placement in IB DP Group 1 or Group 2, or IGCSE Language A or Language B, is most appropriate.



Introduction

The language policy at SVIS aims to fulfil the key directives of the IB, notably to “extend access to an IB education for students from a variety of cultural and linguistic backgrounds” (*IB Language Policy p1*) From its creation, SVIS has chosen to orient its teaching programmes towards an international perspective.

In accordance with this idea, SVIS has put in place the following procedures:

- To provide a maximum of bilingual courses: French and English are the two languages used by the teachers in class.
- To allow students to discover other foreign languages as early as possible: German, Italian, and Spanish.
- Be open to requests for the study of a language not yet taught at the school.

At SVIS we recognise that all learning involves languages, learning about languages and learning through languages. Because of this we consider that all subject teachers are language teachers who support the language development of every student in their care. Through language learning students acquire the ability to think critically, learn independently and develop knowledge in a balanced, creative and reflective manner. Through language, our students acquire the ability to think and to learn, to develop social skills and values, and to acquire knowledge “creating future adults who are responsible and independent, with an open view of the world and its cultures” (*SVIS Mission Statement 2011*)

'Language has no independent existence apart from the people who use it. It is not an end in itself, it is a means to an end of understanding who you are and what society is like.'

David Crystal



The Primary School

From the beginning of their time in the Primary school our students follow a bilingual programme with approximately half the timetable being delivered in French and half in English. French language teachers and teachers from a variety of Anglophone countries provide the students with language knowledge across the curriculum. All teachers liaise closely to develop and reinforce links between the two languages in terms of curriculum content.

From CE1 there is the possibility to learn a third language (Spanish, Chinese) or, where possible, to spend lesson time in the child's native language if this differs from French or English (at present this is possible for our German, Spanish and Russian students with other languages being considered according to demand).

Children who have little or no knowledge of the French language are supported with French as a foreign language lessons (FLE) given by specialist teachers. These lessons continue until such time as they are able to successfully integrate the regular French language classes.

Likewise, children joining the school with little or no knowledge of English receive specialised teaching in small English Second Language (ESL) groups to help them to develop confidence and fluency in their English speaking.

SVIS offers primary students the possibility of taking the Cambridge exams for learners of English as a foreign language. In the Primary department, parents, in consultation with the class teacher, may choose to enter their children for the Cambridge Starters, Movers or Flyers exams.

The Middle School

The bilingual programme continues in our middle school with some subjects being taught in French and some in English. Children also continue to develop their competence in a third foreign language or to learn in their native language other than English or French.

French language teaching is based on the French national teaching programme with adapted materials and support from experienced teachers for those children learning French as a foreign language. The students are assessed on their language levels upon entrance to the programme and placed in groups appropriate to their level.

SVIS also offers several ability groups for English language teaching; two groups for children learning English as a foreign language, and two groups for native or near native speakers of English. All groups allow children to develop their language learning from their current level of acquisition. The English as a foreign language classes prepare children for the Cambridge exams such as KET, PET or beyond. The native language classes follow the UK curriculum guidelines for language learners at this level with a view to allowing the students to begin the IGCSE programme at the beginning of Grade 9.



IGCSE - Cambridge International Exams (3eme/grade 9 to 2nde/Grade 10)

SVIS is authorised to prepare and enter students into the Cambridge International Examinations. The Cambridge programme requires English as the official language for subjects outside of language teaching. SVIS aims to strengthen the multicultural aspect of its teaching by placing a range of subjects in Language A and B, in keeping with the principal of multiculturalism in the Cambridge programme.

This method of teaching aims to foster links between learners from the international community (English 1 other language speakers) and the local community (French language speakers).

We consider that recognition and respect of the pupils' mother tongue language is essential.

Therefore, the options chosen for the languages taught in the Cambridge programme must achieve the following two objectives:

- Welcome native English-speaking students and enable them to integrate the school and its teaching programme.
- Allow French language pupils to follow the international curriculum.

At present we offer the following options for IGCSE language examinations:

First Language -Language A: Second/Foreign Language - Language B:

- | | |
|---|--|
| <ul style="list-style-type: none">• English First Language• French First Language• German First Language• Spanish First Language• English/World Literature | <ul style="list-style-type: none">• English Second Language• French Foreign Language• German Foreign Language• Italian Foreign Language• Spanish Foreign Language |
|---|--|



IB Diploma Programme

SVIS is an IB World school and enters pupils in the International Baccalaureate Examinations (IB). The school has made the choice to select English as the official language of the IB Diploma Programme. SVIS aims to strengthen the multicultural aspect of its teaching by placing a range of subjects in Groups 1 and 2, in keeping with the IB mother tongue goals.

This method of teaching aims to foster links between learners from the international community (English and other language speakers) and the local community (French language speakers).

We consider that recognition and respect of the pupils' mother tongue language is essential.
(IB Standard A, Practice 7)

Therefore, the options chosen for the languages taught in the IB programme must achieve the following three objectives:

- Welcome native English-speaking students and enable them to integrate into the school and follow the IB programme.
- Allow French language pupils to integrate into the school and follow the IB curriculum. (IB Standard C3, Practice 7)
- Allow students from other nations to integrate into the school and follow the IB curriculum. (IB Standard C3, Practice 7)

At present we offer the following options for the IB Diploma:

Group 1 - Studies in Language and Literature:

- English A : SL and HL
- French A: SL and HL
- German A: SL and HL
- Spanish A: SL and HL

Additional languages available as a supported self-study option

Group 2 - Language Acquisition:

- English B: SL and HL
- French B: SL and HL
- German B: SL and HL
- Italian B: SL and HL
- Spanish B: SL and HL

Language Ab Initio: SL

- French
- German
- Italian
- Spanish

*In consultation with the IB DP Coordinator, students may select a third language option, in place of a Group 6 subject.

SVIS may also offer other Group 1 or 2 Languages to students (subject to a minimum number of students and staffing).



CLASSROOM SUPPORT FOR ESL LEARNERS

Because students learn about and through language, SVIS recognises that all teachers are responsible for language development of students. (IB Standard C3, Practice 8) Beyond language learning, the aim of SVIS is to emphasise and celebrate the international nature of the IB Diploma Programme.

The teaching of the IGCSE programme, the IB Core (ToK, Extended Essay and CAS), and IB Groups 3, 4, 5 and 6 are currently provided in English. However, many of our teachers are bilingual or multilingual including the coordinators/teachers of the IB core subjects and will provide language support to students as required. (IB Standard B2, Practice 11).

Upon entry to the IGCSE and IB programmes, students' language proficiency will be assessed to identify their specific needs. Personalised language support plans are then put in place detailing tailored strategies and resources e.g. translation tools allowed in class, reading given in advance to allow extra time for comprehension.

Teachers throughout the school receive ongoing training on strategies for integrating language support into their teaching, including scaffolding techniques, explicit vocabulary instruction, and subject-specific literacy strategies.

Classrooms support language learners with key vocabulary and command terms on show and teachers focus on subject specific vocabulary and emphasise language development through structured discussions and interactive activities.

ASSESSMENT TASKS FOR ESL LEARNERS

Whilst IGCSE official assessment is conducted in English, the IB diploma offers some flexibility, and some formal assessments can be carried out using other languages. For example, our present TOK teacher is trilingual and accepts the official TOK essays in English, French or German. Students can also choose to submit Extended Essays in French instead of English.

Students who require support will receive appropriate accommodations during in-house assessment such as extended time on assessments and access to bilingual dictionaries. The IB also allows for extra time in official assessments should an assessment of the student's level of English indicate that this is necessary. Translation dictionaries are available in IGCSE and IB official examinations with the exception of language examinations.



The general philosophy of the Sainte Victoire International School rests in placing the individual students, and their capacity for learning, in central position.

The school's objective is the acquisition of a realistic and strong work methodology in all areas leading the student to greater autonomy and responsibility.

Furthermore, the focus is also on the state of mind of all members of the school enabling us to be united in the goal of achieving a positive learning environment.

For all these reasons we encourage bilingualism in English and French at SVIS and the learning of additional languages.

Information for students and teachers of the Cambridge and IB Diploma programs are in English, however SVIS is committed to allowing ease of communication and can provide a translation if necessary.

The library has a section dedicated to both the Cambridge and IB Diploma programs, where the majority of reference books are available in English. Students are shown how to use technology such as Google and AI translation and summary tools to help in their understanding of subject specific vocabulary.

It is the responsibility of parents / guardians to make informed choices, with the help of the Cambridge Coordinator and IB DP Coordinator, regarding the choice of modern languages in the Cambridge and IB Diploma programs.

The SVIS linguistic policy matches with the assessment policies of the establishment.



Philosophy and Rationale

At SVIS, we embrace diversity and inclusion, ensuring that every student has equitable access to learning opportunities. As an international and multicultural IB World School, we recognize that students bring varied backgrounds, needs, and learning profiles. Our inclusion policy aligns with IB principles of access and equity and aims to remove barriers to learning while upholding academic integrity and excellence. We are committed to fostering an environment where all students can achieve their full potential, regardless of language background, learning differences, or additional support needs.

IB Framework and Guiding Principles

Our policy is guided by international best practices and IB principles of inclusion. It aligns with the IB Access and Inclusion Policy, ensuring all students have the necessary support to access the curriculum. Furthermore, we adhere to the Universal Design for Learning (UDL) framework, which promotes multiple means of representation, engagement, and expression to accommodate diverse learners. Our approach is also shaped by a commitment to ensuring that every student has a fair and supportive learning environment.

Definition of Inclusion

Inclusion at SVIS is about more than simply accommodating students with different learning needs. It is a commitment to providing an equitable education where all students, regardless of background, ability, or language proficiency, can fully participate in their learning journey. We strive to create a school culture that values diversity, where teachers, students, and parents collaborate to ensure meaningful learning experiences. Inclusion means fostering an environment where students feel respected, valued, and supported, and where instructional practices are designed to be accessible to all.

Identifying and Supporting Diverse Learners

At SVIS we recognize that students have a wide range of learning needs. These include English as a Second Language (ESL) learners, who are developing their language proficiency while engaging with the rigorous IB Diploma Programme, and students requiring special educational/inclusive accommodations. Examples of these special educational/inclusive needs may include:

- Specific learning disabilities (dyslexia, dyspraxia and dyscalculia)
- Language and communication difficulties
- Emotional and behavioural challenges
- Physical challenges affecting mobility
- Sensory impairments (visual or hearing difficulties)
- Medical conditions (epilepsy or diabetes)
- Mental health conditions (ADHD, or anxiety - GAD)
- Gifted and talented students

Each student's needs are unique, and we employ a variety of strategies to identify and support them.



Identification and Referral Process

Early identification is essential for providing effective support. Teachers play a crucial role in observing student progress and identifying challenges related to learning, language acquisition, and engagement. When concerns arise, a referral process is initiated, involving discussions with the department coordinators and parents. In some cases, external assessments may be recommended to gain a clearer understanding of the student's needs. Once a need is identified, an Individualized Learning Plan (ILP) is developed, outlining tailored strategies and accommodations to support the student throughout their IB studies.

Classroom and Pedagogical Strategies

Inclusion is embedded in our teaching practices through a range of strategies that ensure all students can access and engage with the curriculum. Teachers use differentiated instruction, adjusting content, process, and assessment methods based on student needs. For ESL learners, scaffolding techniques such as visual aids, structured writing supports, and guided reading activities are implemented to enhance comprehension and communication skills.

Students with Dyslexia may benefit from the use of audiobooks, modified worksheets, and voice-to-text software, while those with Dyscalculia receive additional practice with visual models and hands-on learning experiences to strengthen mathematical understanding. For students with ADHD, strategies such as movement breaks, clear task structuring, and executive function coaching help to improve focus and self-regulation. The use of assistive technology, such as speech-to-text tools and organizational apps, is encouraged to support diverse learning needs.

Assessment Access Arrangements

Assessment accommodations ensure that all students have a fair opportunity to demonstrate their knowledge and skills. These accommodations, approved by the IB, may include extra time for students with learning differences or special educational needs, the use of a computer for students with significant writing challenges, and access to a separate examination room for those who require reduced distractions. In specific cases, a reader or scribe may be provided to assist students with severe processing difficulties.

To apply for access arrangements, students must provide documentation such as a recent professional diagnosis and school-based evidence of need. The school supports families in submitting the required paperwork to the IB, ensuring timely approval and implementation of accommodations.

Any available professional diagnosis should be submitted to the IB Coordinator at the beginning of the two-year programme to allow for accommodations and support to be put in place from the outset to help the student. At the latest, the information should be provided before final enrolment for the IB examinations at the beginning of November in DP2.



Roles and Responsibilities

School Leadership and IB Coordinator

The school leadership team and IB Coordinator oversee the inclusion framework, ensuring that policies align with IB regulations and best practices. They facilitate access arrangements, liaise with the IB, and provide ongoing training for staff on inclusive teaching strategies. Additionally, they ensure that the necessary resources and support systems are in place for students with learning differences.

Teachers

Teachers play a central role in fostering an inclusive classroom environment. They implement differentiated teaching methods, provide targeted support, and communicate regularly with the management team to address student needs. By maintaining an open and flexible approach to instruction, teachers help create a learning space where all students can thrive.

Parents and Guardians

Parents and guardians are key partners in the inclusion process. Through regular communication with the school, they provide insights into their child's strengths and challenges. They also play an important role in ensuring that required documentation for access arrangements is submitted in a timely manner. The school encourages a strong home-school partnership to support students effectively.

Students

Students are encouraged to take an active role in advocating for their learning needs. They are guided in developing self-awareness and self-advocacy skills, helping them take responsibility for their educational journey. By engaging with personalized learning strategies and making use of available support, students build independence and confidence in their abilities.

Professional Development and Training

To maintain a high standard of inclusive education, teachers receive regular professional development on differentiated instruction, ESL strategies, and supporting students with learning differences such as Dyslexia, Dyscalculia, and ADHD. Workshops and collaborative planning sessions ensure that educators are equipped with the latest research-based practices in inclusion. Training on mental health and well-being also forms a key component of our professional development program, recognizing the link between emotional well-being and academic success.

Monitoring and Review

Our Inclusion Policy is a living document that evolves with the needs of our students and developments in best practices. The policy is reviewed every five years, with input from teachers, students, parents, and external experts. Changes are made to reflect new research, IB updates, and emerging trends in inclusive education.



1. Statement of Assessment Philosophy

SVIS is committed to creating an educational environment, where students consistently strive to achieve their personal best. SVIS offers a challenging, yet stimulating curriculum that aligns with the expectations and standards of the International Baccalaureate Organisation. Students, teachers and parents are seen as active partners and clarity of expectations and good communication is vital to our assessment practices.

At SVIS assessment directly informs planning, teaching and learning. Assessment is part of a feedback loop that provides insight to student learning and progression, and highlights effective teaching practices, enriching both the approaches to learning and teaching.

Assessment in the IB DP program at SVIS is fully criterion-based to obtain a more objective measure of student achievement, assessment accuracy, and approaches to teaching.

SVIS uses the following principles to guide assessment practices:

- Design and collect evidence of learning.
- Evaluate learning and provide feedback to the learner
- Determine the appropriate level of student achievement.
- Report level of achievement to students and parents.

2. Assessment in the SVIS Community

All the elements of the SVIS community play a role in the successful implementation of the assessment philosophy. Students should play an active role in self-assessment and engaging with the feedback of assessment to inform their effort. Parents have a supporting role and have an important role in enabling success outside of the classroom. Teachers are well informed of the IB standards of assessment, and create balanced assessment according to these standards. Teachers also are responsible for collaborative internal moderation in cases of need. The school leadership has an active role of organizing training, informing the school community of the assessment methods and standardization, and collaborating closely with the school community so that the IB standards of assessment are being implemented in a balanced and positive fashion.

3. Assessment Practices at SVIS

In order to achieve the assessment philosophy at SVIS, and to inform learners and teachers, assessment should be effective and centered on student learning. Assessment should be authentic in that it is a reflection of the program and adheres to IB standards; assessment should be fair and balanced; and importantly the assessment should be designed to give feedback and enhance the learning.



Formative Assessment : assessment for learning

Formative assessment plays a vital role in providing detailed and meaningful feedback that supports learning. Formative assessment involves the process of gathering, analysing, interpreting and using evidence to inform and improve student learning. It requires effective feedback from teachers to students and forms an integral part of instruction. Formative assessment plays a key role in developing students' self-awareness and ability to monitor their own progress, enabling them to reflect on, and make adjustments in their approaches to learning.

Formative assessment tasks may include but are not limited to: quizzes, small tests, games, cooperative tasks, presentations, oral activities, debates and research tasks.

Formative assessment has high frequency. More informal forms of formative assessment are done in every class, such as checking learning at the start or end of a class. More formal formative assessment should be done at least every few weeks to inform the school community of the learning progress.

Summative Assessment: assessment of learning

Summative assessments occur at the end of a unit or significant body of work. They are designed to allow students to display their knowledge and skills to new and authentic contexts, similar to the assessment formats they will encounter with IB DP Internal and External assessment components. Summative assessments allow teachers to evaluate the quality and quantity of students' learning based on established criteria and to assign a value to this quantity and quality of learning against a given standard. Summative assessment should also be used as a learning tool by both teachers and students.

Examples of summative assessments may include but are not limited to: weekly examinations, end of unit tests, essays, oral assessments and laboratory reports.

Summative assessment has a lower frequency, and several examples of summative assessment are built into the weekly exam timetable each trimester.

Homework

Homework is most often found as part of formative assessment, and provides an opportunity for learners to practice their skills without the pressure of more formal summative assessment. Different subjects and teachers will use homework in different ways, but teachers are encouraged to use homework regularly. Grades may be applied to homework, but these generally should not inform the majority of the term grade. In the case of evidence of homework not being completed, the IB coordinator is informed, and action should be taken to ensure the engagement of the learner.



Differentiation for English as a Second Language Learners

At SVIS a special case of learners are those who are learning English as a second language while going through the IB DP program. This represents an additional challenge for the students as while the Group 1 and Group 2 are well adapted to their language abilities, the other subject groups will have subject specific terminology, and in most cases the students register for IB examinations in the English language. This is taken into account when possible through differentiation in the classroom and during assessment, through such methods as access to translation dictionaries or other translation tools, recognition by the teaching staff that these students may have difficulty understanding questions or processes, and accommodation in the marking for non-language assessment.

Grading / marking

At SVIS the vast majority of summative assessments are graded by teachers assessing and evaluating students' achievement with the use of IB standardized assessment criteria. This incorporates the use of predetermined rubrics which students and teachers have access to and knowledge of, in advance of assessments. School leadership encourages the correct and balanced application of the IB standardized assessment criteria.

SVIS uses an internal moderation process in cases where the teacher has less experience or is unsure of the marking in a specific case, most often in the cases of internal assessment, extended essay, and both the ToK internal and external assessments, although members of the teaching staff and school leadership do participate in collaborative discussion of both formative and summative assessments.

We also share the processes of standardization and internal moderation with the other IB schools in the Ermitage group, through video conferences of members in the same subject group, as well as a teacher 'buddy' system.

Recording and Reporting

The purpose of grading and reporting is to improve student learning. IB course evaluation and student achievement is communicated throughout the year via a variety of methods. In September IB Parent Evenings are held for both IB YR1 and IB YR 2 students. The IB DP Curriculum, course outcomes; and assessment practices are communicated to parents and a copy of the SVIS IB DP Curriculum Handbook is issued. Parent-Teacher conferences are held each trimester where parents can discuss with teachers students progress. As required teachers consult with parents via additional meetings, emails or phone calls.



At SVIS the following methods of reporting students' learning are used.

- Parent-Teacher Conferences
- Online reporting: Managebac
- Reports cards (issued at the end of each Semester)
- Email correspondence
- Phone calls
- Academic Transcripts
- Anticipated Grade Letters
- Students' assessments and portfolios

Grades recorded on Managebac and listed in report cards are reported using the International Baccalaureate 1 - 7 marking scale as indicated below. The grades 1-7 are based the IB standardised criteria corresponding to levels of achievement in each IB course.

IB DP Grading Scales	
IB Group 1-6 Grading Scale	Tok and Extended Essay Grading Scale
7 - Excellent Performance	A - Excellent
6 - Very Good Performance	B - Good
5 - Good Performance	C - Satisfactory
4 - Satisfactory Performance	D - Mediocre
3 - Mediocre Performance	E - Fail
2 - Poor Performance	N - No Grade
1 - Very Poor Performance	

Final IB results are issued to students via the IB Candidates website and are available to students from July 6 GMT 12:00. These results are based on the IB Internal and External assessments and are determined by the IBO.

<https://candidates.ibo.org>

Predicted Grades

Predicted grades for IBIS are based on a set of predicted grade exams, which take place in January of the DP2 year, and include predicted grades for the internal assessment as well. A spreadsheet is used to help teachers use weightings to calculate the predicted grades.



Internal Assessment timeline

A detailed timeline of all Internal assessments and due dates can be located on the IB Assessment Calendar

Late submission of work

Any work submitted after the dates indicated on the IB Assessment Calendar must be done so through the IB office. Extensions will only be permitted if a valid medical certificate is produced or other clear extenuating circumstances. The length of an extension will be determined by the IB DP Coordinator in consultation with the student and teacher. Summative assessment that is missed due to illness or other valid reasons is retaken after the shortest reasonable time interval, with the Exams Officer taking responsibility for the process.

Awarding of the IB Diploma:

The conditions for awarding the IB diploma are as follows.

Students must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.” ((IB Diploma Program Assessment Procedures)

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the final award committee.

(IB Diploma Program Assessment Procedures)

Resources:

IB Diploma Program Assessment Procedures, 2024

[Diploma Programme Assessment procedures 2024](#)

IB Diploma Programme: From Practices to Principles, 2015



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- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the final award committee.

(IB Diploma Program Assessment Procedures)

Resources:

IB Diploma Program Assessment Procedures, 2024

[Diploma Programme Assessment procedures 2024](#)

IB Diploma Programme: From Practices to Principles, 2015



Integrity is doing the right thing, even when no one is watching.

– C.S. Lewis

At SVIS, we are committed to fostering a culture of academic integrity in line with the International Baccalaureate (IB) expectations. Academic integrity is grounded in the five fundamental values: **honesty, trust, fairness, respect, and responsibility**. These values align with the IB Learner Profile attributes, particularly **principled, inquirers, and thinkers**.

IB Definitions of Academic Misconduct

The IB defines academic misconduct as behaviour that results in a student gaining an unfair advantage. It includes but is not limited to:

- Plagiarism: Representing the ideas or work of another person as one's own.
- Collusion: Supporting academic misconduct by allowing one's work to be copied or submitted by another student.
- Duplication of work: Submitting the same work for different assessments.
- In the IB DP It also includes any action that may threaten the integrity of IB examinations and assessments that may occur before, during or after the assessment or examination is carried out, whether on paper or on a computer. (*International Baccalaureate Organization, Academic Honesty in the Diploma Programme*)

Guidance on Academic Integrity

To prevent academic misconduct, SVIS provides structured guidance to students:

- Introduction to Academic Integrity: Delivered to all students at the beginning of the IB Diploma Programme.
- Explicit Instruction on Referencing and Citation: Taught by subject teachers and the EE coordinator using MLA format.
- Workshops on Research Skills and Paraphrasing: Students learn proper citation techniques and strategies for effective paraphrasing.
- Use of Student Guides: Clear guidelines on proper referencing, collaboration, and ethical academic practices.
- Parent Briefings: Parents are informed about academic integrity policies at the start of the programme and before key assessment phases.

Appropriate Collaboration vs. Inappropriate Collusion

Collaboration is encouraged for learning purposes, such as group discussions and shared research, but students must submit their own original work. Inappropriate collusion occurs when students submit work that is not their own or improperly share assessment answers.



Academic Integrity and the use of AI

The school recognizes the increasing role of Artificial Intelligence (AI) in education and encourages responsible engagement with AI tools as part of students' learning. However, the use of AI must align with the principles of academic integrity set by the International Baccalaureate (IB).

- **Ethical Use of AI:** Students may use AI tools for research, idea generation, language support, and learning enhancement, but they must critically evaluate AI-generated content and ensure that their work reflects their own understanding and original thinking.
- **Prohibited Uses:** Submitting AI-generated work as one's own, using AI to complete assessments dishonestly, or failing to acknowledge AI assistance where required constitutes academic misconduct. Students must not use AI to generate full essays, responses, or coursework without proper attribution.
- **Transparency and Acknowledgment:** When AI has been used in research or drafting, students must disclose it appropriately. For Extended Essays, Internal Assessments, and other coursework, students should follow subject-specific citation guidelines, stating how AI tools contributed to their work.
- **Teacher and Supervisor Guidance:** Teachers will provide guidance on the ethical use of AI and ensure that students develop essential critical thinking and research skills without over-reliance on AI-generated content.

By integrating AI responsibly, students can enhance their learning while maintaining integrity, originality, and the principles of the IB Learner Profile.

Monitoring Processes

Professional Development for Teachers

Teachers undergo regular training on academic integrity, including:

- Strategies to detect and prevent plagiarism and collusion.
- Correct application of IB regulations related to academic integrity.
- Ethical use of artificial intelligence (AI) in academic work.

Use of Technology to Detect Misconduct

SVIS employs various tools to monitor and ensure academic honesty:

- Plagiarism detection software (e.g., Turnitin) to check for originality.
- AI detection tools to monitor the ethical use of generative AI in assessments.
- Internal moderation and peer review sessions to verify authenticity of student work.



Teacher Expectations

Teachers are required to model academic integrity by:

- Providing clear assessment guidelines.
- Citing sources in their own teaching materials.
- Discussing ethical academic practices regularly.
- Conducting department meetings to review and reinforce IB expectations.

Sanctions for Academic Misconduct

SVIS follows both IB regulations and school policies when addressing academic misconduct.

IB Regulations on Academic Misconduct

As stated in the IB's Regulations for the Diploma Programme, if a candidate is found guilty of academic misconduct:

- Their work may not be accepted for assessment.
- A penalty may be imposed, ranging from loss of marks to disqualification from the IB Diploma.
- Incidents of malpractice may be recorded on the student's IB transcript, affecting university applications.

SVIS Consequences for Academic Misconduct

SVIS implements a tiered approach to sanctions:

1. First Offense:
 - Formal warning and reteaching of academic integrity principles.
 - Opportunity to resubmit the assignment with correct referencing.
2. Second Offense:
 - Grade penalty or invalidation of the assessment.
 - Meeting with the IB Coordinator, student, and parents.
3. Third Offense:
 - Official disciplinary action.
 - Possible disqualification from the IB Diploma in extreme cases.
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Review and Publicising the Policy

This policy is reviewed annually by the IB Coordinator and IB staff. A renewed document is published at the beginning of each school year and shared with all students, staff and parents.

By upholding this policy, SVIS ensures that academic honesty remains a cornerstone of student learning, preparing students for ethical engagement in higher education and beyond.