

Shaikha Hessa Girls' School

Kingdom of Bahrain

	<h3>Academic Integrity Policy</h3>
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Version	V1-2-1
Effective Date	28 February 2023
Review Date	February 2023
Authors	IBDP and IGCSE Coordinators
Reviewed by	SLT, Curriculum Coordinators, HOD's, Collage Counsellor, Social Counsellor and IT Coordinator
Applicable to	High School

Approved by	Educational Committee/ Board Members
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Revision History		
Version	Date	Reason for revision
V1-2-1	June 2023	Amendments in the IB Academic Integrity documents
V1-2	February 2023	IBDP Reauthorization process
V1-1	February 2020	New procedures for "Covid 19 "
V1-0	February 2017	New document

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Rationale:

- As a community, we at SHGS strive to be-
 - a) “Principled”, we act with integrity, honesty and respect, with a strong sense of fairness and justice and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
 - b) “Caring”, we show empathy, compassion and respect.
 - c) “Risk takers”, we approach uncertainty with forethought and determination; work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
 - d) “Thinkers”, we use critical and creative thinking skills to analyze and take responsibility for complex problems. We exercise initiative in making reasoned and ethical decisions.
- Academic integrity allows students and staff the freedom to build new ideas, knowledge and creative works while respecting and acknowledging the work of others.
- We believe that it is a collective responsibility of all stakeholders.
- All members of our community should be aware of the responsibility that they have in maintaining high standards of academic integrity.
- Students understand that teachers will not ignore any act of academic dishonesty. A violation of this belief will hold learners accountable, and the school’s procedures will be effectively applicable to maintain the integrity of the IB programme at the school.

Principles:

- The school emphasizes the positive aspects of academic honesty, rather than the negative aspects of academic misconduct. Students will be provided with support enabling them to acquire knowledge and skills that help them maintain academic honesty.
- The fundamental responsibilities are based on the practices of (as adapted from the IB Academic Integrity Policy) -
 - a) **To maintain fairness.** IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student’s achievement. Any act that undermines this fairness by students engaging in academic misconduct or schools committing maladministration will create a disadvantage for those who have complied with the rules.
 - b) **To maintain trust and credibility.** Trust in academic qualifications is fundamental. When a student or a school contravenes the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.

- c) **To develop respect for others.** Students who understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged.

(International Baccalaureate Organization. 2019. 'Academic Integrity' - Page 5)

Key Terms:

The list of key terms below clarifies what is academic honesty / misconduct. With the upcoming fast changes in technology, this list is by no means a complete one, but covers the most probable ones.

- **Academic integrity:** Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work.
- **School maladministration:** The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.
- **Plagiarism:** “when a student intentionally /unintentionally uses another’s work without acknowledging it in the form of citation / corresponding reference.” Plagiarized work may include but is not limited to printed, electronic, or audio-visual material; drawings; designs; statistical data, computer programs or other creative work.
- **Duplication of work: Presenting** the same work for different assessment components. Like the same lab work for the IA and the EE.
- **Collusion:** where a student undertakes unauthorized collaboration with others and presents, as his or her own, work which is in full or in part the work of one or more of those other people. In a group work, each student must submit their work individually.
- **Cheating: Includes** reading or attempting to read the answers or work of others; receiving data, sending data, or communicating in anyway during the examination; improperly obtaining prior knowledge of an examination paper or assessment; impersonating another person in connection with any examination/assessment task; or directly or indirectly assisting any other student to cheat in any examination or other assessment task. Using AI generated essays, images, graphs without appropriate referencing
- **Fabricating data.:** inventing or falsifying information, data or citation; presenting data what was not collected according to the guidelines.
- **Deception:** Not being honest regarding missing works such as informing the teacher that the work was submitted when it wasn’t.

- **Bribery:** Offering money or any kind of gift for answers or work to be done on a student's behalf.
- **Student academic misconduct:** The IB defines student academic misconduct as deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen. This includes behavior in school, out of school and online.
- **Intellectual Property:** refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce.
- **Copyright:** Copyright refers to the rights granted to the creators or copyright holders of original works and governs how these works may be copied, adapted and shared.
- **Academic misconduct also includes -**
 - ❖ Copying material from someone else and presenting it as one's own work.
 - ❖ Taking unauthorized material into an examination room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone, watch) regardless of whether this material is used or potentially contains information pertinent to the examination.
 - ❖ Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate.
 - ❖ Exchanging or in any way supporting, or attempting to support, the passing on of information that is related to the examination.
 - ❖ Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination.
 - ❖ Impersonating another candidate.
 - ❖ Stealing examination papers.
 - ❖ Using an unauthorized calculator during an examination.
 - ❖ Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination.
 - ❖ Providing false information in order to gain admission to the school or individual curricula and courses.
 - ❖ Stealing or misplacing other people's work; disrupting them during exams or other assessments; or misleading them in such a way that their work suffers.

Guidance to Students Working in Groups- Collaborative work:

Some assignments will involve working within a group (collaboration). In these cases, it is particularly important to clarify which parts of the work can be common to all members of the group, for example the data collected during a scientific experiment, and the parts that must be written individually.

Each student must submit his/her own individual assignment written in his/her own words. It is not acceptable for different group members to submit the same assignment.

Like in Group 4 IAs, you can use collaboration, but need to keep the above points in mind. For details refer to - [Collaborative-sciences-project-guide](#)

Roles and Responsibilities of the various stakeholders:

A. Senior Leadership Team (SLT):

The SLT ensures -

- having an academic integrity policy, with scheduled plans for reviews and updates
- have a culture of teaching students about academic integrity from the start of their education.
- ensuring that teachers, counselors, students and parents and legal guardians have a common understanding of the IB's expectations with regard to academic integrity. This includes what constitutes student academic misconduct and the possible consequences.
- Form a committee that is responsible for investigating any academic misconduct and taking action.
- ensuring that students are held accountable, according to the school's own policies z, when involved in an academic misconduct incident.
- immediately notifying the IB of any breach in the procedure for the secure storage of IB examination materials or the conduct of the examinations, in accordance with the procedures described in programme-relevant documents.
- supporting the IB in any investigation into possible student academic misconduct and/or possible school maladministration, following guidance provided by the IB.
- ensures that the school subscribes to the update's versions of Turnitin .com programme to meet the upcoming challenges – like the use of AI.

B. Programme coordinator:

The IBDP coordinators ensures-

- that all school and IB policies are applied fairly and consistently.
- compliance with secure storage of confidential IB material policy and the conduct of IB examinations Expectations and responsibilities of the school community Programme coordinators 10 Academic integrity policy
- that teachers, students and parents and legal guardians have a copy of, read and understand the school's academic integrity policy and the programme relevant IB regulations.
- reporting suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB
- supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.
- All new teachers are given access to **www. turnitin.com** to check the authenticity of students' work.
- All candidates' work is authenticated before submission to the IB for assessment or moderation.
- The teachers, students and parents and legal guardians have a common understanding of possible consequences for those that engage in student academic misconduct and school maladministration.
- that students are held accountable, according to the school's own policies, when involved in an academic misconduct incident.
- DP students sign a consent Academic Honesty Form in DP year 1.
- teachers and school administrators are held accountable, according to the school's own policies, when involved in a maladministration incident.
- Immediately notify the IB of any breach in the procedure for the secure storage of IB examination materials or the conduct of the examinations, in accordance with the procedures described in programme-relevant documents.
- to support the IB in any investigation into possible student academic misconduct, following guidance provided by the IB.
- Is expected to act decisively when an incident of academic misconduct or maladministration.
- occurs, which must be reported immediately to the school's leadership and the IB, as appropriate.
- Collaborates with EE Coordinator to ensure that all students receive guidance on study skills, academic writing, how to conduct research and how to acknowledge sources (using the IB 'Effective Citing and Referencing' Guide).
- Ensures that IB students know the consequences of being guilty of academic misconduct.
- Handle all cases of academic misconduct with confidentiality.
- Ensures that all students taking IB courses and registered for May session read and sign the IB authentication template and collect it.

- keeping electronic copies of students' past work for three years in case a plagiarism check is required.
- ensures that the school arranges for internal / external professional development sessions to educate the teacher in ways to handle the latest challenges of use of AI.

C. Teachers:

The Teacher ensures-

- that students have a full understanding of the expectations and guidelines of all subjects.
- that students understand what constitutes academic misconduct and its possible consequences.
- planning a manageable workload so students can allocate time effectively to produce work according to IB expectations.
- giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides.
- that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB
- developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion.
- responding to student academic misconduct and supporting the school's and IB's investigations
- responding to school maladministration and supporting the school's and IB's investigations.
- subject guidelines, rules and regulations are fully adhered to, particularly regarding the level of teacher support that is deemed acceptable when supporting students.
- understand that students are expected to produce work autonomously and should not receive additional help, such as multiple edits of a piece of work.
- Use assessment tools such as tests, projects, assignments, essays, reports and quizzes as instruments to reinforce the topic of academic integrity as they provide an opportunity to give feedback and also allow the identification of deficiencies as weak areas that need improvement, rather than incidents that require penalization.
- When an incident arises that represents a form of student academic misconduct or school maladministration, teachers must act accordingly and report the incident to the relevant member of staff, the IBDP Coordinator or the school administration.
- Teach and assess the methods of effective citing and referencing in all students' work, tasks, formative and summative assessments.
- Handle all cases of academic misconduct with confidentiality.

D. Extended Essay Coordinator:

The EE Coordinator ensures-

- Ongoing support and guidance from the teacher will help with the early detection of plagiarism.
- Ensures that the policy is properly communicated, and students understand the context or associated benefits.
- Is responsible for supporting teachers and EE supervisors in the reporting and investigation of student academic misconduct or maladministration cases.
- In collaboration with the IBDP Coordinator, the EE Coordinator is responsible for training the teaching staff and students, offering workshops, designing support materials and establishing the appropriate strategy for students and/or teachers who need additional support to understand the requirements of academic integrity.
- Is part of the team who complies and reviews the school academic integrity.
- Ensures that all teachers and students are aware of effective citing and referencing.

E. Science lab technician:

- The Lab technician and the science teachers ensure that the IB Science experimentation, the Ministry of Interior and the Ministry of Education guidelines are always followed.

F. Librarian:

- Must have an overview of the curriculum and its delivery.
- Understands what Approaches to Learning means (ATLs) and is professionally equipped to guide students in their research process.
- Is part of the team who complies and reviews the school academic integrity.
- Ensures that all teachers and students are aware of effective citing and referencing.
- Helps students obtain reliable information from various sources.

G. Students:

- have a full understanding of their schools and the IB's policies.
- respond to acts of student academic misconduct and report them to their teachers and/or IBDP coordinator.
- respond to acts of school maladministration and report them to their teachers and/or IBDP coordinator.
- complete all assignments, tasks, examinations, and quizzes in an honest manner and to the best of their abilities.
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or works in Visual arts.

- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites.
- abstain from giving undue assistance to peers in the completion of their work.
- recognize that they are accountable for actions and behaviors online, and show a responsible use of the internet and social media platforms, including but not limited to: not discussing IB examinations and questions for a 24-hour period after the examination concludes, to respect students who may not yet have finished their examination not using inappropriate language or sentiments that may be aired at a future job or university interview not expressing views, behavior or language that brings the IB into disrepute

H. Parents/Guardians:

- Focusing on processes for managing academic integrity incidents, parents and legal guardians of IB students are expected to:
- understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children.
- support their children's understanding of IB policies, procedures and subject guidelines by discussing and being role models for academic integrity.
- understand school internal policies and procedures that safeguard the authenticity of their children's work.
- support their children in planning a manageable workload so they can allocate time effectively.
- understand what constitutes student academic misconduct and its consequences.
- understand what constitutes school maladministration and its consequences.
- report any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB.
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children.
- abstain from giving or obtaining undue and/or unauthorized assistance in the completion of their children's work.

Rules for use of IB intellectual property

Schools may quote from IB materials from the Programme Resource Centre for the purpose of teaching and providing information to the school community and may include quotes within their own internal documents. All material quoted must be acknowledged as being the copyright of the IB. The title and publication date of the original publication must also appear.

Use of Artificial Intelligence tools –

- Students are allowed to use the various AI tools.
- If the students use any AI generated text, pictures, diagrams etc ,the software must be credited in the body of the text and appropriately referenced in the bibliography.
- At SHGS, the component for checking AI generated material is activated on the www.turnitin.com

Citation and Acknowledging the Work of Others:

Students must reference the various sources they have used for pictures, drawings, words, ideas etc in the bibliography. Quotation marks need to be used where exact words are used. In case any of the artificial intelligence (AI) tools are used, they too much be referenced.

The Librarian, English subject teachers and the EE coordinator teach the students to reference their works correctly.

SHGS uses **MLA format** for citations.

The citation should include the relevant parts of the following:

- Author's Last name, Author's First name.
- "Title of Source."
- Title of Container (for example title of chapter in the book),
- Version of the source (if it differs from the original or is unique),
- Any key numbers associated with the source that aren't dates (such as journal issue numbers or volume numbers),
- Name of the Publisher,
- Publication date,
- Location (such as the location of specific page numbers or a website's address).

Student can refer to the following website to help them prepare citations for assignments:

<https://www.easybib.com/mla8/source>

Examples of correct ways of citing and referencing and paraphrasing – given in Appendix 1 and 2

Consequences for Academic Dishonesty:

A. Internal exams and assessments –

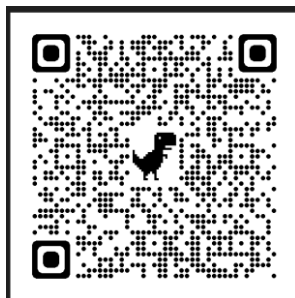
They are in line with the Ministry of Education (MOE) Rules and regulations.

- First offense: The teacher informs the Social Counselor and the IBDP Coordinator. The Social counsellor prepares a report of the incident. The student receives a verbal warning, parents are informed, and receives a zero on the section or question cheated on. The report is maintained in the student's file.
- Second offense: Both student and parent sign a contract with the counselor; student loses the exam grade, and the possibility of being suspended.
- Third offense: The student will be suspended from school.

B. IB Internal assessments and External exams –

- Before the IAs are uploaded, the students sign and submit a document – Letter of Authentication- where they confirm that it is their own work, and they give the IBDP coordinator the authority to upload their works.
- All Internal assessments are uploaded by the students on www.turnitin.com on completion. The teachers share the details for uploading in every subject. The latest option of Checking AI support is enabled on the school Turnitin account.

Check the QR Code for – Ten tips for acting with integrity.



Review process-

This policy document will be reviewed in accordance with the review cycle set by the Senior leadership Team - December 2024

References -

IB Academic Integrity Policy - https://resources.ibo.org/dp/topic/Academic-honesty/works/edu_11162-58121

IB Effective Citing and Referencing - https://resources.ibo.org/dp/topic/Academic-honesty/works/edu_11162-33700

IB Sciences experimentation guidelines - https://resources.ibo.org/dp/works/dp_11162-425774

Secure storage of confidential IB examinations material booklet - https://resources.ibo.org/dp/works/dp_11162-417558

Conduct of examination booklet - https://resources.ibo.org/dp/works/dp_11162-421951

Collaborative-sciences-project-guide https://resources.ibo.org/dp/subject/Biology-2025/works/dp_11162-425771

Rules for use of IB Intellectual Property <https://www.ibo.org/terms-and-conditions/copyright/#:~:text=Purpose%20and%20General%20Principles,user%20has%20with%20the%20IB>

LibGuides: Citing Sources: MLA Examples

<https://researchguides.gonzaga.edu/CitingSources/MLA>

Guides and Resources: How to Avoid Plagiarism: Proper vs. Improper Paraphrasing <https://law-richmond.libguides.com/c.php?g=998384&p=7227189>

Academic Honesty in Diploma programme brochure <https://iblukio.fi/wp-content/uploads/2019/05/Academic%20Honesty%20in%20the%20Diploma%20Programme.pdf>

APPENDIX -1- MLA Citation example

1.In-text Citations

MLA in-text citations include the author's last name and the page number in parentheses, i.e.: (Tolkien, 176).

You can also use the author's name in your own text, in which case you only need to use the page number in the parentheses, i.e.:

According to Tolkien, certain aspects of truth are best received through myth, or story (176).

Multiple authors in a parenthetical citation are connected by commas (if more than two) and the word "and" (and for multiple authors with the same last name, include a first initial):

"Tolkien experienced words as a maddening liquor, a phonic ambrosia, tastes of an exquisite, rapturous, higher world" (P. Zaleski and C. Zaleski 24).

2. Works Cited Page

Capitalization and italicization rules:

Capitalize the first word of titles and subtitles, and capitalize all other words except prepositions, conjunctions, or articles.

Italicize the titles of longer works (i.e., books). Put the titles of shorter works (i.e., articles) in quotation marks.

3.Reference List Examples

3a Printed Book:

Author, First name. Title of Book. City: Publisher, Year. Medium of Publication.

Pearce, Joseph. Man and Myth: A Literary Life. San Francisco: Ignatius Press, 2001. Print.

3b Book with editor or translator:

Author, First name. Title of Book. Ed. First name Last name. City: Publisher, Year. Medium of Publication.

Tolkien, J.R.R. The Letters of J.R.R. Tolkien. Ed. Humphrey Carpenter. Boston: Houghton Mifflin Harcourt, 2013. Print.

Note: if the books have a translator, place the translator's name in the same spot and the same format as the editor: Trans. First name Last name. If the book has no author other than the editor, use the editor's name like an author's name (at the start of the citation), followed by a command and ed.

3c. E-Book:

Note: cite an eBook the way you would cite a print book, but include the type of file at the end, i.e. Kindle file, ePub file. If you don't know the type, write Digital file.

Author, First name. Title of Book. City: Publisher, Year. Medium of Publication.

Atherton, Mark. There and Back Again: J.R.R. Tolkien and the Origins of The Hobbit. London: I.B. Tauris, 2012. Digital file.

3d. Book Chapter/Section from Anthology:

Author, First name. "Title of Essay." Title of Collection. Ed. Editor's Name(s). City of Publication: Publisher, Year. Page range of entry. Medium of Publication

MacDonald, George. "The Golden Key." *Tales Before Tolkien: The Roots of Modern Fantasy*. Ed. Douglas A. Anderson. New York: Ballantine, 2003. 27-57. Print.

3e Print Journal

Author, First name. "Title of Article." Title of Journal Volume.Issue (Year): pages. Medium of publication.

Hirsch, Bernhard. "After the 'End of All Things': The Long Return Home to the Shire." *Tolkien Studies* 11.11 (2014): 77-107. Print.

3f Online Journal (i.e., from a database):

Note: Cite an online journal article as you would a print article but specify "Web" as the medium of publication, followed by the date you accessed it.

Author, First name. "Title of Article." Title of Journal Volume. Issue (Year): pages. Medium of publication. Day Month Year accessed.

Munro, Rebecca. "The Art of the Lord of the Rings: A Defense of the Aesthetic." *Religion & the Arts* 18.5 (2014): 636-52. Web. 13 Aug. 2015.

3g Website:

Author, First name. "Page or Article Title." Name of Site. Publishing Organization, Day Month Year of publication or posting. Medium of publication. Day Month Year accessed.

Doughan, David. "Biography." *The Tolkien Society*. The Tolkien Society, n.d. Web. 13 Aug. 2015.

Note: if no date information is available, use n.d., and if no published information is available, use n.p.

3h Website with no evident author:

"Page or Article Title." Name of Site. Publishing Organization, Day Month Year of publication or posting. Medium of publication. Day Month Year accessed.

"Bridge of Khazad-dûm." *Tolkien Gateway*. n.p., n.d. Web. 13 Aug. 2015

Note: if no date information is available, use n.d., and if no published information is available, use n.p.

3i Online Newspaper Article:

Author, First name. "Title of Article." Title of Newspaper. Day Month year of publication. Medium of publication. Day month year of access.

Downes, Lawrence. "An Unexpected Journey: Hobbits in the Heartland." *The New York Times* 8 Dec. 2012. Web. 13 Aug. 2015.

Note: if no date information is available, use n.d.

3j Classroom Lecture Notes:

Professor's name. "Title of lecture." Class name. School name. Location of lecture, Day Month Year.

Tkacz, Michael. "The Cosmological Argument." PHIL 439 Christian Metaphysics. Gonzaga University. Spokane, 27 Nov. 2015.

3k Tweet:

Author, First name (Twitter handle). "Full tweet." Day Month Year of tweet, time of tweet. Tweet.

Olsen, Corey (tolkienprof). "I've come to the part of @JohnGarthWriter's book where Tolkien's friends are just about to die. V moving and painful. #whatimreading." 8 Aug. 2015, 2:19 a.m. Tweet.

3l YouTube Video:

Poster's Username. "Title of Video." Media Type. Name of Website. Name of Website's Publisher, date of posting. Publication Medium. Day Month Year accessed.

CGP Grey. "The Lord of the Rings Mythology Explained (Part 1)." Online video. YouTube. Google, 17 Dec. 2014. Web. 13 Aug. 2015.

3m Personal Interview:

Last name of interviewee, First name. Personal interview. Day Month Year.

Tolkien, Christopher. Personal interview. 14 Aug. 2015.

APPENDIX -2- Correct/incorrect paraphrasing example

Incorrect Paraphrasing

. Incorrect paraphrasing is usually when an author replaces just a word or two of a source's phrasing with synonyms. This type of paraphrasing does not show enough understanding and engagement with the text. Instead, the author needs to strive to take ideas and information and place them in his or her own words. Two common characteristics of incorrect paraphrasing includes when the paraphrased version:

1. Has the same sentence structure as the original and
2. Has key words from the original that the author simply rearranged or replaced.

Original: Severin and Tankard (1992)

There is evidence to suggest that newsmakers are becoming particularly savvy about placing items on the media agenda. When, for example, President Reagan was running for his second term, he took a tour to promote his administration's record on environmentalism. The tour was full of photo opportunities, including the president's standing on a fishing boat in the Chesapeake Bay and the president's wearing a park ranger's hat at Mammoth Cave, Kentucky.

Attempt 1: Plagiarism

Evidence suggests that newsmakers are becoming particularly savvy about placing items on the media agenda. When President Reagan was running for his second term, he took a tour to promote his administration's record on environmentalism. The tour was full of photo opportunities, including the president standing on a fishing boat in the Chesapeake Bay and the president wearing a park ranger's hat at a cave in Kentucky.

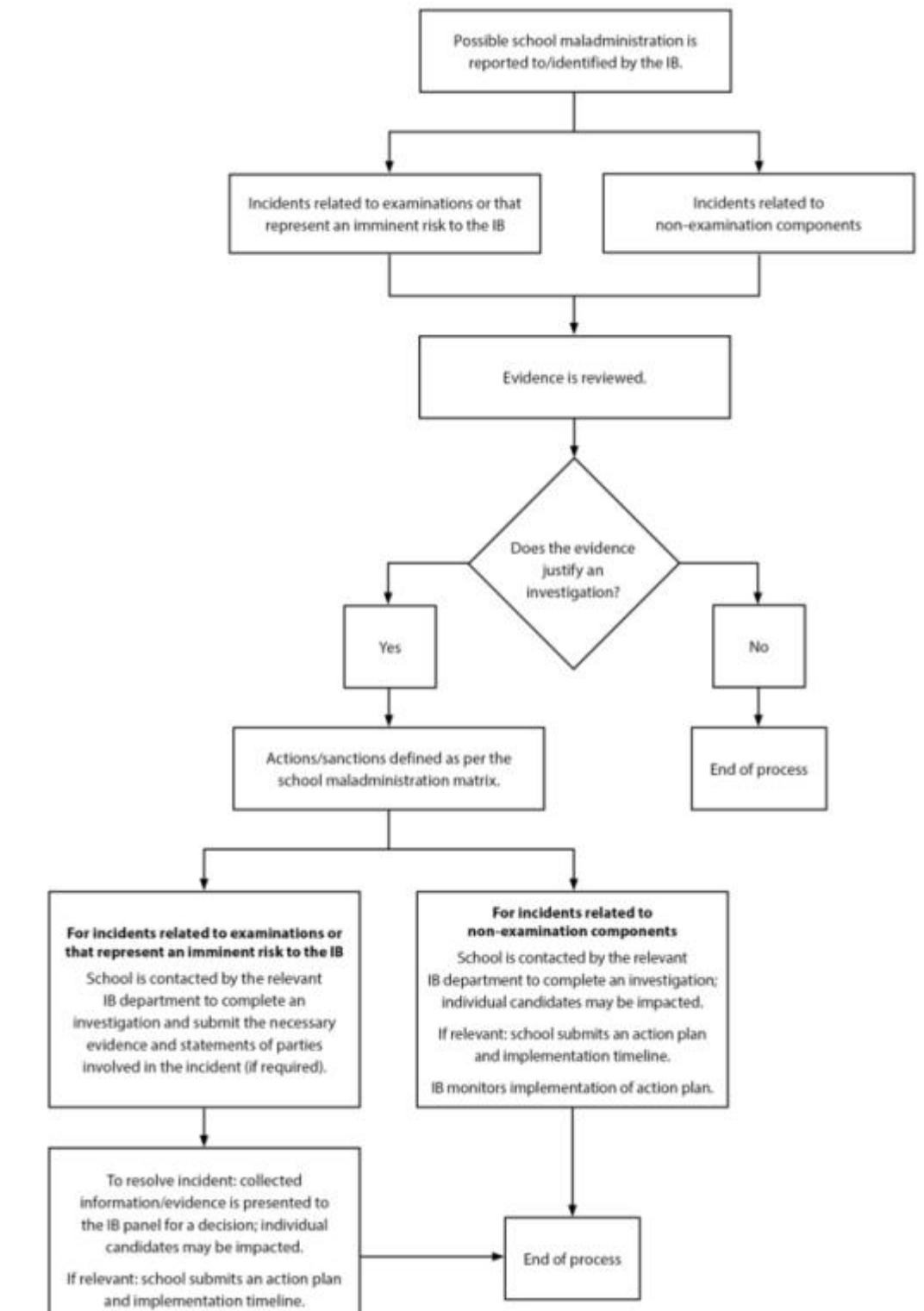
Attempt 2: Plagiarism Despite Citation

Evidence suggests that newsmakers are becoming particularly savvy about placing items on the media agenda (Severin & Tankard, 1992). When President Reagan was running for his second term, he took a tour to promote his administration's record on environmentalism (Severin & Tankard, 1992). The tour was full of photo opportunities, including the president standing on a fishing boat in the Chesapeake Bay and the president wearing a park ranger's hat at a cave in Kentucky (Severin & Tankard, 1992, p. 256).

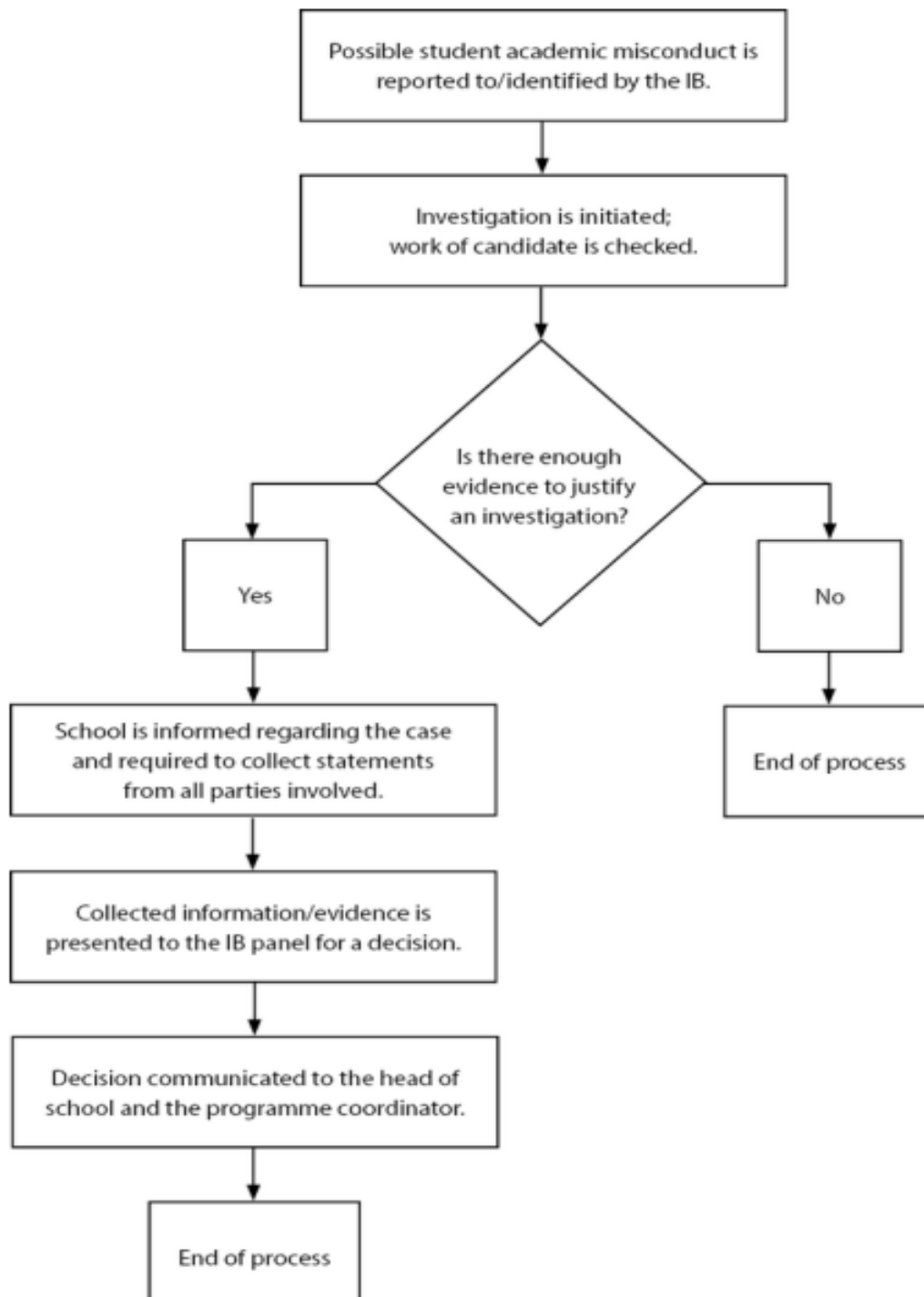
Attempt 3: Successful Paraphrasing

Severin and Tankard (1992) noted President Reagan's shaping of news coverage when he ran for reelection in 1984. By posing for a photo opportunity in a boat on the Chesapeake Bay, Reagan, according to Severin and Tankard, aimed to present himself as especially concerned about environmentalism.

APPENDIX -3- Investigation Flowchart – School Maladministration (as issued by IB)



APPENDIX -4- Investigation Flowchart – School Maladministration (as issued by IB)



Shaikha Hessa Girls' School

Kingdom of Bahrain



Admissions Policy & Procedures

Version	V2-0
Effective Date	November 2022
Review Date	November 2022
Authors	Registrar
Reviewed by	Senior Leadership Team , Registrar , Head of Departments , IGCSE and IBDP Coordinators, Collage counsellor and IT Coordinator
Applicable to	Whole school

Approved by	Educational Committee/ Board Members
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Revision History		
Version	Date	Reason for revision
V2-0	November 2022	After "COVID-19"
V1-2	January 2020	Emergency Protocol "COVID-19"
V1-1	November 2017	CIS/MSA reauthorization process
V1-0	November 2008	New document



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Introduction:

The policy and procedures for Admissions have been carefully built around our guiding statements and criteria from circulars received from the Ministry of Education in Bahrain and other government bodies. This document contains our Admissions policy and 3 separate Admissions procedures (Nursery – Grade 1, Grade 2 – 8 and High School respectively).

Both the policy and procedures are revised annually in December prior to opening registration for the following academic year.



ADMISSION POLICY

SHGS Administration staff include a Registrar and Assistant Registrar who take care of all areas of Admissions. To ensure effective communication, one of the Admissions team is bilingual. Both the Registrar and Assistant Registrar have well defined job descriptions and procedures to ensure the smooth running of the Registration Department.

All student demographics, document copies and report cards are maintained by the Registration Department:

- a) Hard copies of student information are kept in well-divided files from joining the school until leaving/graduation after which they are archived. Report Card copies from the inception of the school and transcripts are kept and scans of the contents of each graduate's High School Ministry-stamped file is additionally available as a scan from the Class of 2017.
- b) Student Information is kept in a Student Management System (Olive) and additionally, as required by the Ministry of Education, demographic information is kept in the Ministry of Education student database. Both systems are updated periodically.

-SHGS follows the age directives set by the Ministry of Education with respect to applications Nursery through to Grade 1.

-Applicants for Grade 2 or above should be enrolled in the previous Grade level.

-Applicants from British or 13-year system schools (as specified by the Ministry of Education) will be mapped to SHGS's 12-year system.

-Students applying from schools outside of Bahrain for Grade 2 or above should provide SHGS with an equivalency letter from the Exams Directorate of the Ministry of Education Bahrain prior to testing.

-Students applying for Grades 10 or above will have their credit status checked against SHGS's Graduation credits.

-SHGS does not invite applications for Grade 12.

-Parents should submit relevant documents before their child is invited to take a test.

-All students applying for KG1 and above are assessed for competency in Arabic, English and mathematics. Students applying for Grades 10 and 11 may additionally be asked to take a diagnostic test in science.

Leaving SHGS:

- If the Parents intend to withdraw their daughter /daughters during or at the end of the academic year, they need to inform the Registrars' office via an e-mail indicating reason of leaving.
- The Registrars' office will then inform Finance department to follow up on any pending payments.
- Once confirmed with the Finance departments, the Registrar's Office will issue a leaving certificate/any required documents for the student to facilitate the leaving procedure.

Issuance of Certificates and Transcripts:

- If a parent of the student who has left SHGS or an alumnus, requests for a Report card, Transcript or copy of the IB certificate, they need to contact the Registrar's office with the CPR and passport details of their daughter.



ADMISSIONS PROCEDURE Nursery – Grade 1 Entry for SY 2023 - 2024

There are 3 stages to the Admissions process:

1) APPLICATION

Acceptance of applications to Shaikha Hessa Girls' School for places in Nursery through to Grade 1 are dependent on the student being age appropriate:

Being age appropriate for entry to the grade level for which they are applying (applicable for Nursery – Grade 1 entry as per table below)

Year of Birth/Age to be completed by December 31 in the year of entry as per Ministry of Education guidelines

GRADE LEVEL	YEAR OF BIRTH	AGE
Nursery	2020	3 years
KG1	2019	4 years
KG2	2018	5 years
Grade 1	2017	6 years

The parent/guardian should fill and sign the application form and return it to the school along with:

- BD 20/- application fee
- 1 current passport photo
- copy of the student and both parents' Smart Card (both sides), Saudi family card or GCC ID card
- copy of the student's passport (passport nationality should match nationality stated on smart card) and foreigners should provide a copy of their residence visa
- Show original birth certificate (a copy will be made by us)
- A copy of her vaccination booklet
- All students applying for KG2 and Grade 1 need to take the Academic Needs Assessment Form (provided in Application Folder) to the current school to be filled and delivered sealed to Shaikha Hessa Girls' School or faxed to the school (fax number 17750700) or email to registrar@shgs.edu.bh

Only after meeting the above requirements will the student be invited to take placement tests.

Payments would be accepted by cash, cheque, Benefit Pay, fawri+ or bank transfer.

Bank transfer details:

Name: Shaikha Hessa Girls School

Account: 0087103524

Bank BIC: NBOBBHBM

IBAN: BH33 NBOB 0000 0087 1035 24

Bank Name: National Bank of Bahrain

Note1: The school follows the guidelines of the Ministry of Education (Private Education) for age appropriateness for classes.

Note2: All parents should meet with our school doctor before the students join the school and will be asked questions related to the student's health and family health history to complete their health file. As per Ministry guidelines, entrants to Grade 1 should complete a health examination at their local health center.

Note 3: Parents must provide the school with new copies of any expired document such as passport/ID card/new contact number once renewed.

2) ACCEPTANCE

To be accepted into the grade level applied for, a student must:

- Show competency in the placement test in Maths, English and Arabic for the grade level applied for.
- The school must be convinced it is in the student's best interest to join the school.
- Parents will be notified by SMS, email or by phone of the results within one week of testing as to whether the student is accepted or not. **The Admissions Committee's decision is final.**
- On acceptance, the registration and development fees should be paid immediately (please refer to the school Fees sheet). The first instalment of tuition is due in April in advance. Unfortunately, the school cannot guarantee places in case of delay of payment.

Note 1: Priority for places goes to sisters of students currently enrolled in the school, Board members' children and graduates of SHGS (providing they meet entry requirements). The remaining places will go to students who show competency in their placement tests.

Note 2: Students who have met all entry requirements may be put on a waiting list should the grade level applied for to be full. The parents will be notified should this status change.

Note 3: The school may revoke its acceptance at any time should it become aware that information has been withheld or falsely presented to the school.

3) **ENROLLMENT**

Only the names of fully enrolled students will be shown on class lists and allowed to attend classes in September. The requirements for enrolment are:

- Submission of application form, photos, ID documents, Academic Needs Form from previous school (KG2 & Grade 1 applicants only), previous report card copies.
- Application, Registration, Development Fees and First Instalment of Tuition Fees have been paid in full.
- Immunization record has been submitted and a follow-up interview has been completed with the school's doctor. Ministry Health examination (Grade 1) has been completed and submitted.



ADMISSIONS PROCEDURE Grade 2 – 8 Entry for SY 2023 - 2024

There are 3 stages to the Admissions process:

1) APPLICATION

Acceptance of applications to Shaikha Hessa Girls' School (SHGS) for places for Grade 2 to Grade 8 are dependent on the student:

- attending the previous grade level of that applied for with the expectation of completing it and being successfully promoted at the end of the school year (for those applying for Grade 2 and above).
- Students coming from schools outside the Kingdom of Bahrain should provide the school with an official equivalency document stating which grade level has been completed from the Ministry of Bahrain (Exams Directorate).
- Students applying from British system schools will be mapped to our grade levels according to Ministry of Education guidelines.
- Any failing subject on the report card should be reassessed with a passing grade in her previous school before applying.

Application forms, academic needs forms and conduct forms are available on the school website (www.shgs.edu.bh). The parent/guardian should fill and sign the application form and return it to the school with the following:

- BD 20/- application fee
- 1 current passport photo
- copy of the student and both parents' Smart Card (both sides), Saudi family card or GCC ID card
- copy of the student's passport (passport nationality should match nationality stated on smart card) and residence visa copy for foreign students.
- Show original birth certificate (a copy will be made by us)
- A copy of her vaccination booklet and any vaccination taken at previous schools
- Copies of the student's report cards for the last 3 years (latest report for current school year and year final reports for the previous two school years)
- Academic Needs Assessment Form and Conduct Form (provided in Application Folder and available on the school website) to be filled by the current school and delivered sealed to Shaikha Hessa Girls' School or faxed to the school (fax number 17750700) or emailed directly to the Registrar's office (Registrar@shgs.edu.bh)
- Students applying from schools outside the Kingdom of Bahrain must provide the school with an equivalency document prior to sitting entrance exams from the Exams Directorate of Ministry of Education, Bahrain (إدارة الإمتحانات)

Only after meeting the above requirements, will the student be invited to take placement tests.

Payments would be accepted by cash, cheque, Benefit Pay, fawri+ or bank transfer.

Bank transfer details:

Name: Shaikha Hessa Girls School

Account: 0087103524

Bank BIC: NBOBBHBM

IBAN: BH33 NBOB 0000 0087 1035 24

Bank Name: National Bank of Bahrain

Note1: All parents should meet with our school doctor before the students join the school and will be asked questions related to the student's health and family health history to complete their health file. All Ministry health examination requirements should be completed at their local health center (5-6 years, 10-12 years and 13-15 years old check-ups)

Note 2: Parents must provide the school with copies of any document such as passport/ID card/new contact number once renewed.

2) ACCEPTANCE

To be accepted into the grade level applied for, a student must:

- Show competency in the placement test in Maths, English and Arabic for the grade level applied for
- The school must be convinced it is in the student's best interest to join the school.
- Parents will be notified by SMS, email or by phone of the results within one week of testing as to whether the student is accepted or not. **The Admissions Committee's decision is final.**
- On acceptance, the registration and development fees should be paid immediately (please refer to the School Fees sheet). The first instalment of tuition is due in April (no later than June 15) in advance. Unfortunately, the school cannot guarantee places in case of delay of payment.
- Parents should collect the Year Final Report Card and Leaving Certificate from the previous school at the end of the academic year/term and present it to Shaikha Hessa Girls' School. Once a student is accepted, the school will issue an acceptance letter and it is the parent's responsibility to complete the formal transfer process through the Ministry of Education's **Students School Transfer** portal under www.bahrain.bh (eKey required) and update the school with the status. Applicants from overseas are currently not required to do this instead must provide the school with an equivalency document prior to sitting entrance exams from the Exams Directorate of Ministry of Education, Bahrain (إدارة الإمتحانات).

Note 1: Priority for places goes to sisters of students currently enrolled in the school, Board members' children and graduates of SHGS (providing they meet entry requirements). The remaining places will go to students who show competency in their placement tests.

Note 2: Students who have met all entry requirements may be put on a waiting list should the grade level applied for to be full. The parents will be notified should this status change.

Note 3: The school may revoke its acceptance at any time should it become aware that information has been withheld or falsely presented to the school.

3) ENROLLMENT

Only the names of fully enrolled students will be shown on class lists and allowed to attend classes in September. The requirements for enrolment are:

- Submission of application form, photos, ID documents, Academic Needs & Conduct Form from previous school, last 3 years report cards.
- Application, Registration, Development Fees and First Instalment of Tuition Fees have been paid in full.
- Immunization record has been submitted and a follow-up interview has been completed with the school's doctor.
- Successfully completing the previous grade level on the learning continuum (a copy of the year final report card **stating that they have been promoted** must be sent to the Registrar as soon as it is issued by their previous school) along with the original Leaving Certificate from the previous school.
- Parent has formalized the transfer through www.bahrain.bh .



ADMISSIONS PROCEDURE -High School Grade 9 – 11) Entry for SY 2023 – 2024

There are 3 stages to the Admissions process:

1) APPLICATION

Acceptance of applications for High School to Shaikha Hessa Girls' School are dependent on the student:

- Currently attending the previous grade level of that applied for with the expectation of completing it and being successfully promoted at the end of the school year.
- Students coming from schools outside the Kingdom of Bahrain should provide the school with an official equivalency document stating which grade level has been completed from the Ministry of Bahrain (Exams Directorate).
- Students applying for grades 9 & 10 will be entering into the school's IGCSE programme and before starting the application process should book a meeting with the IGCSE Coordinator and/or College Counselor (compulsory) about programme overview, course selection and Graduation credit requirements.
- Students applying for grades 11 will be entering into the school's two-year IBDP programme and before starting the application process should book a meeting with the IB Coordinator and College Counselor (compulsory) about programme overview, course selection and Graduation credit requirements.
- Students applying for Grade 10 or 11 entry who are not on track with SHGS credit requirements may be declined entry.
- The school does not invite applications for Grade 12.
- Students applying from British system schools will be mapped to our grade levels according to Ministry of Education guidelines.
- Any failing subject on the report card should be reassessed with a passing grade in her previous school before applying.

The parent/guardian should fill and sign the application form and return it to the school along with:

- BD 20/- application fee
- 1 current passport photos
- copy of the student and both parents' Smart Card (both sides) or Saudi family/GCC ID card
- copy of the student's passport (passport nationality should match nationality stated on smart card)
- Show original birth certificate (a copy will be made by us)
- A copy of her vaccination booklet and any vaccination taken at previous schools
- Copies of the student's report cards for the last 3 years (latest report for current school year and year final reports for the previous two school years)

- Academic Needs Assessment Form and Conduct Form (provided in Application Folder) to be filled by the current school and delivered sealed to Shaikha Hessa Girls' School or faxed to the school (fax number 17750700)
- Students applying from schools outside the Kingdom of Bahrain must provide the school with an equivalency document prior to sitting entrance exams from the Exams Directorate of Ministry of Education, Bahrain (إدارة الإمتحانات)

Only after meeting the above requirements will the student be invited to take placement tests.

Payments would be accepted by cash, cheque, Benefit Pay, fawri+ or bank transfer.

Bank transfer details:

Name: Shaikha Hessa Girls School

Account: 0087103524

Bank BIC: NBOBBHBM

IBAN: BH33 NBOB 0000 0087 1035 24

Bank Name: National Bank of Bahrain

Note1: All parents should meet with our school doctor before the students join the school and will be asked questions related to the student's health and family health history to complete their health file. All Ministry health examination requirements should be completed at their local health centre (5-6 years, 10-12 years and 13-15 years old check-ups).

Note 2: Parents must provide the school with copies of any renewed document such as passport, ID card or new contact number once renewed.

2) ACCEPTANCE

To be accepted into the grade level applied for, a student must:

- Show competency in the placement test in Math, English and Arabic for the grade level applied for. Students applying for Grade 9 or above may additionally be given a science diagnostic test.
- The school must be convinced it is in the student's best interest to join the school.
- Parents will be notified by SMS, email or by phone of the results within one week of testing as to whether the student is accepted or not. **The Admissions Committee's decision is final.**
- On acceptance, the registration and development fees should be paid immediately (please refer to the school Fees sheet). The first instalment of tuition is due in April (no later than June 15) in advance. Unfortunately, the school cannot guarantee places in case of delay of payment.
- Parents should collect the Year Final Report Card and Leaving Certificate from the previous school at the end of the academic year/term and present it to Shaikha Hessa Girls' School. Once a student is accepted, the school will issue an acceptance letter and it is the parent's responsibility to complete the formal transfer process through the Ministry of Education's **Students School Transfer** portal under www.bahrain.bh (eKey required) and update the school

with the status. Applicants from overseas are currently not required to do this instead must provide the school with an equivalency document prior to sitting entrance exams from the Exams Directorate of Ministry of Education, Bahrain (إدارة الإمتحانات)

Note 1: Priority for places goes to sisters of students currently enrolled in the school, Board members children and graduates of SHGS (providing they meet entry requirements). The remaining places will go to students who show competency in their placement tests.

Note 2: Students who have met all entry requirements may be put on a waiting list should the grade level applied for to be showing full. The parents will be notified should this status change.

Note 3: The school may revoke its acceptance at any time should it become aware that information has been withheld or falsely presented to the school.

3) ENROLLMENT

Only the names of fully enrolled students will be shown on class lists and allowed to attend classes in September. The requirements for enrolment are:

- Submission of application form, photos, ID documents, Academic Needs & Conduct Form from previous school, last 3 years report cards.
- Application, Registration, Development Fees and First Instalment of Tuition Fees have been paid in full.
- Immunization record has been submitted and a follow-up interview has been completed with the school's doctor.
- Successfully completing the previous grade level on the learning continuum (a copy of the year final report card *stating that they have been promoted* must be sent to the Registrar as soon as it is issued by their previous school) along with the original Leaving Certificate from the previous school.
- Parent has formalized the transfer through www.bahrain.bh .

ADDITIONAL INFORMATION for Gr 11-12 Entry

Admission Requirement and Placement of Grade 11 Students only:

-SHGS offers the International Baccalaureate Diploma Programme for students in Grades 11 and 12. The IBDP is an extension of SHGS mission to provide quality international programs in education to achieve students' potential as individuals as well as global citizens.

-The IB program is open to all students who are of the required age and satisfy the admission requirements.

-No student will be excluded based on any grounds.

- At SHGS, in Gr 11-12, students may elect to participate in the IB programme in one of two ways:

- as a full IB Diploma candidate
- as an IB Course candidate

-The decision for which path and courses to take will be made in consultation with the student's parents, College counselor and the IBDP Coordinator (based on the entrance exam results and the grades in the previous school).

IB Programme Additional Requirements:

- We expect applicants to demonstrate the IB Learner profile traits. Should have inquiring and open minds, to be diligent and reliable, to be good communicators, and have an openness to learning new things. Good time-management and Organizational skills are also indispensable qualities for students to be successful in the IB.

Inclusion in the IBDP Programme:

-Based on our belief of nurturing Global citizens with international mindedness, SHGS will admit any student who has the potential to be successful in the school and broader community.

- At SHGS, we address and respond to the diversity of needs of all our students and support individual student needs.

Shaikha Hessa Girls' School

Kingdom of Bahrain



Assessment Policy

Version	V1-2-2
Effective Date	March 2023
Review Date	March 2023
Authors	School principal and Social Counsellor
Reviewed by	Senior Leadership Team , Heads of departments , IGCSE and IBDP counsellors , Registrar , Social Counselor and IT Coordinator
Applicable to	Whole school

Approved by	Educational Committee/ Board Members
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Revision History		
Version	Date	Reason for revision
V1-2-2	March 2023	IBDP Reauthorization
V1-2-1	March 2020	Covid -19 Procedures
V1-2	March 2019	CIS/MSA Reaccreditation
V1-1	February 2017	CIS/MSA Accreditation and IBDP Reauthorization
V1-0	February 2009	New document – it was available as the Assessment procedures in Students Handbook for the parents and students

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Rationale

- SHGS Assessment policy is a working document which aligns with the requirements of the national and international Programmes. It provides insight into improving assessment practice/s by various stakeholders.
- Our assessment philosophy, policies and procedures are communicated to the parents during Orientation Day and through the school publications and the school website.
- The Aim of Assessment is to provide a supportive and positive mechanism that helps students to improve their learning, teachers to improve their teaching and contribute to the efficiency of the educational program.
- We believe that assessment is integral to all teaching and learning and should support the principles of the Programmes through encouragement of best practice.

Assessment principles

- At SHGS, assessment is a continuous process and an integral part of daily teaching and learning practices. It allows to observe, question, discuss and give feedback on skills and learning throughout all parts of the learning sequences. Teachers use this information to plan for, adapt and re-shape learning to meet the needs of individuals and groups based on their abilities and their emerging learning needs. High Quality assessment is crucial in providing feedback and steering learning to help students make effective and appropriate progress in learning.
- Reporting of assessment is essential for informing the school leadership that every student receives the support and encouragement needed.
- Assessment practices are inclusive, and student centered.
- Effective assessment is a key component in lesson planning, lesson delivery and the organization of learning.
- At SHGS, we share the vision that teachers are learners based on the whole school continuous improvement approach.
- Assessment is differentiated and students exceeding expectations are challenged further in skill development.
- Learners' progress is measured in relation to their ability in a systematic way through the academic tracker.
- Learners and parents are informed of their daughters' improvement progressively through the portal, during the regular (Teacher/ parents) students led conferences and in report cards.
- Assessments provide clear criteria that is known and understood by the student.
- Assessments support student goal setting, decision making, and development in academics and the Student Profiles.
- Promote positive student attitudes towards learning.
- Reflect the global approach by allowing assessments to be set in a variety of national and global contexts.
- Support the holistic nature of the student's development by considering the students' personal development (4Ps)

Purpose of Assessment

Assessment in SHGS aims to:

- Support and encourage student learning by providing feedback on the learning process.
- Inform, enhance, and improve the teaching process.
- Promote positive student attitudes towards learning.
- Promote a deep understanding of subject content by supporting students in their learning experience.
- Promote the development of higher-order thinking skills and reflect and the global learner attributes and our intercultural and international perspective.
- Support the cross curricular aspect and the development of the whole child.
- Provide information about how students learn and to determine what knowledge and skills they have acquired and understood.
- Diagnose learning challenges and student needs.
- Ensure effective students' development of digital citizenship skills.
- Ensure that learning outcomes are alignment with curriculum objectives and goals.
- Act as a feedback mechanism for curriculum development

What do we assess?

- Knowledge / acquisition of knowledge
- Process / acquisition of skills
- Understanding / conceptual understanding
- Product / transfer of learning: higher order thinking skills
- Students' personal development
- Students' effective use of web-based and online tools
- Each subject area will determine appropriate formative and summative assessments in relation to SHGS curriculum standards as demonstrated on the School's Atlas Rubicon planning and based on SHGS promotion requirements, the Ministry of Education requirements and the IGCSE, IBDP and Cambridge prescribed assessment criteria.

Expectations regarding assessment

Students should:

- Have a clear idea of the knowledge and/or skills that are being assessed and the criteria against which they are being assessed.
- Be aware of the weighting of each assessment in the overall assessment scheme.
- Receive clear and timely feedback regarding the assessment outcome.
- Be given advance notice in case of any assessment to be done in case of excused absence.
- Be aware that failure to meet set deadlines can affect their grades.

Teachers should:

- Be committed to the assessment calendar rules and the student's other workload and give adequate.
- time for the completion of out-of-class assignments.
- Record student progress aligned with the school procedures.
- Use student performance as a feedback mechanism to initiate development or
- changes in the curriculum and its delivery, providing opportunities for students to
- participate in, and reflect on, the assessment of their work.
- Use a variety of assessment tools to assess student learning.
- Organize continuous assessment, over the course of the Programmes, according to
- specified criteria that correspond to the objectives of each subject group.
- Include open-ended problem-solving, inquiry based and project-based activities involving HOT skills and reflection.
- Integrate ATL skills in assessment through a variety of tasks and projects.
- Set tasks that are designed to stretch and challenge learners.
- Provide task-specific clarifications for summative assessments.
- Record and report student attainment and progress in alignment with the school
- requirements and reporting schedule.
- Use student performance as a feedback mechanism to modify the curriculum, if necessary.

Types of Assessment

A- Diagnostic/pre-assessment

Diagnostic assessment prior to teaching helps teachers and students find out what the students already know and can do. These assessments are conducted every September for all students and inform planning for teaching and learning.

B - Formative Assessment (Assessment for Learning)

Formative assessment occurs concurrently with instruction. These ongoing assessments provide specific feedback to teachers and students for the purpose of guiding teaching to improve learning. Examples include quizzes, oral questioning, teacher observations, draft work, concept maps, etc.

C- Summative Assessment (Assessment of Learning)

Summative Assessment takes place at the end of a learning unit or process. It is a chance for students, teachers and parents to evaluate progress and demonstrate what has been learned over the course of time. It is a formal ending point to a taught unit or of a process but not necessarily the end of student learning in the areas being assessed. Summative assessment summarizes what students have learned at the conclusion of an instructional segment. It provides evaluative samples including performance tasks, tests, examinations, projects and work portfolios.

D- Re-assessment Procedures

As part of SHGS continues procedures to help create a smooth learning opportunity for our students, absent students on the day of an assessment will be given a chance to re-do the assessment on a Tuesday after school. Prior to that, parents and students need to submit a valid sick leave/ excuse to the school.

To ensure proficient learning outcome, in some cases students are given a chance for a re-assessment in case of failure. The procedure is applicable with the approval of the subject teacher and senior leadership team.

B.1 -Formative assessment:

- a. Formative assessment is a continuous assessment process teachers implement to assess the knowledge, understanding, and skills attained by students.
- b. Formative assessment is carried out in a variety of ways over time to allow teachers to observe multiple tasks and to collect information about students' knowledge, understanding, their abilities and potential in relation to the curriculum expectations.
- c. Students receive feedback from teachers based on their performance that allows them to focus on they have not yet mastered.
- d. Continuous assessment also allows teachers to monitor the impact of their lessons on student understanding. They can modify their pedagogical strategies to include learning strategies and activities that support and enrich individual students to reach their full potential according to their abilities.
- e. We ensure that all students are making progress throughout the school cycle thereby increasing their academic achievement.

B.2 -Formative assessment includes:

These tasks vary according to the characteristics of each age and to the curriculum expectations and to the assessment criteria. They could include-

- ❖ Classwork,
- ❖ homework,
- ❖ assignments,
- ❖ projects,
- ❖ portfolios,
- ❖ quizzes,
- ❖ student's personal skills, (4ps: preparedness, punctuality, participation, and productivity),
- ❖ practical experiences
- ❖ reflective evaluations.

C.1- Summative assessment /Assessment of Learning:

- a. Assessment of Learning is planned and designed to enable students' opportunities to demonstrate their understanding and development of skills.
- b. Assessment of Learning opportunities also allows teachers to reflect on the effectiveness of their teaching and learning approaches and strategies.
- c. Summative assessment is designed to provide evidence for evaluating student achievement using required subject specific assessment criteria.
- d. Students are assessed at the end of the unit in the form of tests.
- e. Students are provided with task-specific clarifications including details of assessment, format and criteria that have been set in context for student understanding.

C.2- Summative tasks can include tests, essays, national and international examinations.

- a. All types of assessments are criteria based and related to the curriculum standards. All teachers are expected to ensure they have assessed all standards and update Atlas Rubicon at the end of every semester.
- b. Grade level descriptors and course information are shared with students and parents at the beginning of every academic year in the form of a CD.
- c. Teachers use the grade descriptors to make 'best-fit' judgements about student progress and achievement.
- d. All middle school and high school students sit for one internal exam per semester along with 1 national exam in Arabic social studies and citizenship according to the school assessment calendar which also includes IGCSE and IBDP external exams.
- e. All grades are used in deciding on the final grade, based on the professional judgement of the teacher and where the student is currently in their learning.

D.1 Re-assessment can include tests, quizzes

- a. A re-assessment will be allowed for all subjects.
- b. Those who score a 70 or below on the mentioned graded assessments, or summative assessment (elementary school) will be given a written Request to Redo the assessment.
- c. Those who score a 60 or below on the mentioned graded assessments, or summative assessment (Middle and High school) will be given a written Request to Redo the assessment.
- d. Reteaching by a teacher must occur before a reassessment is offered for those who score a 60 or below.
- e. Only one re-assessment per graded assignment or summative assessment is allowed.
- f. The new grade will replace the original score if it is higher.
- g. The re-assessment will be the same format as the original assessment but will include different questions and/or tasks.

Assessment for Learning techniques:

- The strategic use of questioning - Questioning is used not only as a pedagogical tool but also as a deliberate way for the teacher to find out what students know, understand and are able to do.
- Effective teacher feedback- Effective teacher feedback focuses on established success criteria and tells the students what they have achieved and where they need to improve. Importantly, the feedback provides specific suggestions about how that improvement might be achieved.
- Peer feedback Peer feedback occurs when a student uses established success criteria to tell another student what they have achieved and where improvement is necessary. Again, the feedback provides specific suggestions to help achieve improvement.
- .Student self-assessment Student self-assessment encourages students to take responsibility for their own learning. It incorporates self-monitoring, self-assessment and self-evaluation.
- Web-based and online assessment tools - We focus on students' application of digital tools for learning and assessment for their effectiveness in developing students' confidence and learning to learning skills. It also caters for the developing students' wellbeing and independent learning.

Recording Assessment Data:

- a. Teachers are responsible for recording assessment qualitative and quantitative data for all their students in their record books to support student's achievement levels.
- b. All types of assessments are moderated by the HOD for consistency and accuracy.
- c. All assessment data are recorded digitally on the school portal for parents and student's information.
- d. All teachers under the supervision of the HOD are required to maintain clear and accurate records based on the department requirements regarding format, frequency and type assessment recorded.
- e. Digital data is always reviewed by the senior leadership team to ensure accuracy and credibility.

Reporting Students' Progress.

- a. Students' progress is ensured through regular parents /students and teachers conferences twice a year, informal meetings between parents and teachers when needed through progress reports for parents and student's information on the achievement progress on the parental portal.
- b. Termly reports are sent to Elementary and Middle school students 3 times a year while in the High school they have quarterly reports.
- c. All reports are available on the Portal reports to keep track of individual students' progress.

Data result analysis to inform teaching and learning.

- Each department conducts a result analysis based on the students' achievement results in internal exams and national exams at the end of each semester and once in the beginning of every academic year for external exams.
- They compare the students' results over the years and with other schools and to the world average for IGCSE and IBDP.

Evaluating the implementation of the assessment policy

- The yearly review of the school curriculum and teaching and learning policy incorporates the review of the school assessment tools. This is carried out in the department meetings where they might include planned action to ensure assessment is authentic and relevant to each particular age group.
- In addition to the resulting data from the AVG graph, the school collects feedback from parents and students on teaching and learning and assessment daily through emails, meetings and from end of year surveys. The collected data will inform the department action and school improvement plans for continuous development.

Assessment and homework procedures in Elementary classes

- Summative assessments will be given to grade 3- 5 students only in core subjects. (Arabic, English, Math and Science).
- Summative assessments will include end of term assessments once a term only. To be posted in the assessment calendar.
- All other assessments will be formative and unannounced such as spelling, grammar assessment, mental Math, and end of term assessments.
In exception to grade 1 and 2 spelling.
- Formative assessments will be unannounced. Teachers will revise with students in class and assess them accordingly. If the majority of the class does not meet the required standard or skill a reassessment can take place.
- If an individual student is not meeting the requirements, contact the parents to inform them to revise before a reassessment. Individual plans can be set for weak students including extra support, sending extra work home if needed in collaboration with parents.

Homework:

- Arabic reading
- English reading
- Math practice

Weekly newsletter:

- A weekly newsletter will be used to inform students/parents of what they've covered during the week.
- Use the same format as the newsletter, bulletin forms that are short and informative.
- Add references, if necessary, like class notebook, book page numbers or unit.
- All subjects need to fill the chart including specialists.

Further Assessment Details for Grades 11 and 12

At SHGS, in gr 11 and 12, the school offers IBDP Courses, Courses based on IBDP Courses(Non IB courses) and the Ministry of Education prescribed mandatory courses.

Assessment practices:

Planning for assessment

- IBDP subject area teachers plan their courses with the IBDP Diploma Program subject specific aims, objectives and outcomes, assessment criteria and final exams in mind.
- IBDP teachers design their daily lessons so that students' current knowledge and experience are assessed before the introduction of new learning.
- IBDP teachers collaboratively create and publish the Internal deadline calendar, as the timeline for internal and external IBDP requirements, at the start of gr-12, to help students plan and manage their workload.
- Schedule for all tests and major assignments are posted on the Collaboration TEAM at the start of every quarter.
- If a student has an excused absence and has missed an assessment, the assessment will be scheduled for the Tuesday (on return to school) , in the after school session.
- Assessments for the mandatory subjects – Islamic studies and the Arabic social studies will be carried out as per the procedures of the Ministry of education.

Assessment strategies

- Assessment in the IBDP Diploma Program is criterion-related, allowing student achievement to be judged against clearly defined pre-determined descriptors specific to each subject.
- IBDP teachers use a broad range of formal and informal assessment strategies throughout their course to allow students to demonstrate their learning.
- IBDP teachers provide students with multiple opportunities throughout the course to reflect upon their achievement based upon meaningful feedback.
- IBDP teachers design assessment tasks that allow students to achieve at the highest levels in both familiar and unfamiliar contexts.
- IBDP teachers design formative assessment tasks that prepare students for success on their IBDP summative assessments.

Feedback and reporting on assessment.

- IBDP teachers provide students with rubrics that define expectations for assessment tasks and align with subject area criteria.
- IBDP teachers provide students with exemplars to illustrate high levels of achievement on assigned tasks.
- IBDP teachers use various methods to provide students with accurate and prompt feedback about their current levels of achievement and ways they need to improve.
- IBDP teachers record and report assessment using a secure online grade book, Olive portal, that is always accessible to students and parents.
- IBDP course grades, based on school-based assessments, are reported to students and their parents on an ongoing basis using password protected online accounts on Olive Portal.
- Progress reports are published in the mid quarter and the Report cards are distributed to students and parents at the end of every quarter.

Analysis of assessment

- IBDP subject area teachers standardize their grading to ensure accuracy of interpretation of assessment criteria.
- IBDP teachers use assessment data to set goals that address students' learning needs, plan curriculum and drive instruction.
- IBDP teachers regularly review assessment practices.

Assessment and Academic Integrity

- SHGS places great value on the ethical qualities of personal and academic integrity.
- Academic Integrity is expected of all members of the school community, students, faculty, administration and parents.
- Students are expected to abide by the school's Academic Integrity Policy when completing all pieces of assessment work – the overriding principles of which are outlined below:
 - All works produced by Diploma/Course students is their own, authentic work.
 - All such authentic work has the ideas and words of others fully acknowledged, even if the student has used AI.
 - Students understand and obey the rules relating to proper conduct of examinations.
 - Students understand the difference between collaboration and collusion, and that it is unacceptable to present work arrived at through a process of collusion.
 - The policy refers to all assignments set and completed in school or at home, ranging from basic pieces of homework to formal assessments required by the IB/SHGS.

IBDP Internal, External and School-based Assessments

- The IB Diploma Program employs two types of summative assessment to determine the student's final IBDP grades: Internal and External Assessments.
- Subject teachers are well informed of the detailed IBDP practices and procedures that describe the conditions under which these assessments must be administered. Also, IBDP students receive significant instruction and practice throughout their courses to effectively prepare for these challenging tasks.
- The IBDP Internal Assessments (IA) provide students with opportunities to show mastery of skills outside of final examinations and reflect the student's summative achievement rather than an average of formative marks.
- These IA components are marked by the IBDP teacher before they are moderated by an external moderator. Examples of Internal Assessments are science courses practical work, language oral interviews.
- IBDP final exams are the major component of external assessment utilized in the IBDP as a great deal of reliability is provided by standardized examination external marking.
- Other work - Extended Essay, English Written Assignment, ToK essays also externally assessed by IBDP examiners.
- In addition to the IBDP internal and external assessments, SHGS teachers utilize school-based student assessments that are essential for student success and contribute to the students' report card marks. These marks are based on unit and cumulative tests using past IBDP exam questions, Question banks, practice exams, and in class and homework assignments modeled on IBDP assessments, etc.

Plagiarism

- At SHGS assignments and all IAs are checked through www.turnitin.com for plagiarism. The program has the option to check for AI related content .
- All students taking External exams in various subjects sign an Academic Honesty document before their IAs are uploaded on the official IB site for marking by the external examiners.
- Instances of Plagiarism can be described, but not limited to the following: -Copying work which was assigned to be done independently or letting others copy one's work.
- Any misrepresentation of another's works as one's own including copying of sentences, phrases, images, entire essays, passages from an undocumented source and other similar works.

Incidents of malpractice on any school based or IBDP assessment will be addressed in the following ways:

- ❖ The IBDP teacher informs the IBDP Coordinator and the school administrator that a candidate has engaged in malpractice.
- ❖ A meeting is conducted between the student, teacher, and school's Social Counselor.
- ❖ The school's administrator provides consequences that act in accordance with the MOE, School rules and the IBDP Academic Integrity policy.

- ❖ The student is required to agree and sign an undertaking with the IBDP Coordinator, that all future assessments will be completed following all of the principles of academic integrity in order to remain in the IBDP Diploma or IBDP course a record of the incident is kept by the school administration.

Late submissions of IA's

- ❖ Late submission of a major assessment the teacher shall implement the following interventions:
- ❖ Conference with the student to determine the reason for not meeting the deadline and determine a new due date when the assignment or alternate assessment can be submitted.
- ❖ If the second due date is not met by the student, the teacher shall make contact with the parents through phone call or email.
- ❖ If after contact with the parents, the major assessment is not submitted, then the teacher will use professional judgment to determine the appropriate response. Assigning a zero for work not submitted may occur in the absence of other evidence of learning.

Predicted Grades

All teachers teaching the IBDP courses need to submit Predicted grade for each student based on their performance in the Mock exams and their IAs. These grades are to be submitted to IB, a little before the external exams or requested by universities for admissions.

Communicating the Results of International Baccalaureate Exams

- IBDP results are available at <https://candidates.IBDP.org> from 1200 hours GMT on 6th July.
- In April, IBDP coordinator provides the students registered for IBDP exams a document containing the unique alphanumeric username and personal identification number (PIN) needed to access IBDP exam scores.
- IBDP scores are not mailed home.
- IBDP students are responsible for accessing results from the above website using the username and PIN code provided by the IBDP coordinator. If a student should misplace his or her username and/or PIN code, it is the student's responsibility to contact the IBDP coordinator for assistance. The IBO will not discuss results with candidates, their legal guardian(s) or representative(s). If a student has an issue regarding his or her results, he or she must contact the IBDP coordinator for assistance.
- At the present time, IBDP exam scores are not included on official SHGS transcripts.
- Requests are made to the IBDP Coordinator in the early spring for official IBDP results to be sent directly from the IBO to a university in July.

Award of the IB Diploma

- ❖ Each one of the IBDP subjects is graded on a 1-7 scale. In order to achieve a final score for the Diploma, the numeric grades from the six subjects are added together. EE and TOK grades are converted into 1, 2 or 3 points (using the matrix below) and added to the subject score to achieve a result out of 45: $((6 \times 7) + 3)$
- ❖ A minimum of 24 points are required in order to 'pass' the Diploma, along with the conditions mentioned below.
- ❖ CAS requirements are completed.
- ❖ There is no N or E grade awarded in EE and TOK.
- ❖ There is no grade 1 awarded in the subject/level.
- ❖ There is no more than two grades 2s awarded (SL or HL)
- ❖ There is no more than three grades 3s or below awarded (SL or HL)
- ❖ 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 student has not received any penalty for academic misconduct from the final award committee.

The diploma point's matrix

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended Essay	Grade A	3	3	2	2	Failing	Failing
	Grade B	3	2	2	1	Failing	Failing
	Grade C	2	2	1	0	Failing	Failing
	Grade D	2	1	0	0	Failing	Failing
	Grade E	Failing	Failing	Failing	Failing	Failing	Failing
	No grade N	Failing	Failing	Failing	Failing	Failing	Failing

- (For the SHGS Grading Scale, please refer to the **School Profile document.**)

The IBDP Coordinator should:

- Distribute IBDP assessment materials to teachers.
- Offer help in interpreting IBDP summary data to teachers.
- Register students for IBDP exams.
- Make sure that the exam stationery is stored in a secure place as per the latest rules of the IBO.
- Supervise IBDP testing and monitor testing conditions.
- Set deadlines to ensure all IA Assessments, extended essay, are uploaded on time.
- Make the May session schedule available to all stakeholders.

Parents should:

- Support all policies of SHGS particularly those that relate to learning.
- Support student adherence to set deadlines for work.
- Help motivate their child(ren)
- Help create an informative environment that is to the benefit of their child.
- Support the school after school activities.

Training of IBDP Teachers

- All IBDP teachers attend specialized IBDP professional development conferences or online workshops which provide training in the teaching and assessing of IBDP courses.
- Teachers receive comprehensive training to guide their instruction and to deliver the IBDP subject.
- They receive copies of previous IBDP exams, mark schemes, annual IBDP subject reports, and make connections with other IBDP teachers.
- Where feasible, two IBDP teachers have been trained to teach the individual subject and they teach their cohort in both the junior and senior year. These teachers of common IBDP subjects work together to implement, assess, and instruct their subject areas.

Review process-

This policy document will be reviewed in accordance with the review cycle set by the Senior leadership Team- December 2024

References and resources

- a) In case of any issues related to internal or external examinations Complaint process – Please refer to the document – [SHGS – Parent or guardian and student complaint procedures.](#)
- b) International Baccalaureate Organization: Diploma Programme Assessment Procedures- https://resources.ibo.org/dp/works/dp_11162-423301

c) Guidelines for developing a school assessment policy in the Diploma Programme-
https://resources.ibo.org/data/d_0_dpyyy_ass_1101_1_e.pdf

Shaikha Hessa Girls' School

Kingdom of Bahrain



Access and Inclusion Policy

Version	V1-2-2
Effective Date	August 2023
Review Date	June 2023
Authors	Senior Leadership Team and Learning Support Unit department
Reviewed by	Senior Leadership Team, Learning support Unit Head, Heads of departments, IBDP counsellor, Social Counselor ,Registrar
Applicable to	Applicable to Whole school

Approved by	Educational Committee/ Board Members
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Revision History		
Version	Date	Reason for revision
V1-2-2	July 23	IBDP Reauthorization
V1-2-1	March 23	Routine review
V1-2	February 2019	Routine review
V1-1	February 2016	Updated with the MOE requirements
V1-0	February 2013	New document – it was available as LSU policy

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Rationale

- The **Learning Support Unit** (LSU) constitutes an imperative part of Shaikha Hessa Girls' School (SHGS).
- Our mission is to provide an inclusive education system, where students with mild to moderate Learning Difficulties (LD) have access to the standard curriculum in the general education classroom and engage in learning.
- The LSU in SHGS believes that every child should have the right to an education, regardless of their differences, as stated in the UN convention on the Right of the Child.
- This is reflected through the LSU's objectives, policies, and procedures where every child will have the opportunity to be assessed, identified, and supported wherever necessary.
- These students should be formally evaluated by either the school's speech and language pathologist or referred by the LSU staff to an external specialist.
- Hence, all LD students will be provided with an opportunity to achieve their personal potential and lead to improved academic and social skills, increased self-esteem, and more positive relationships with others in the community.

Principles:

- LSU endeavors to develop programs and activities that foster the personal and academic growth and independence of students who fall outside the mainstream education that is offered, due to specific difficulties.
- Educate SHGS teaching community about the standards for accommodating students with learning disabilities.
- Provide efficient and responsive service delivery systems for students, faculty, and administrative staff, through Disability Awareness Week, internal and external PD sessions, respectively.
- Collaborate with parents and form a clear line of communication between them and LSU to build a support network for the students and a collaborative decision-making approach.
- Enable students with LD, who are having trouble either behavioral or otherwise, to cope successfully in mainstream by addressing the barriers to learning.
- Support students' emotional development and challenge low expectations.

Procedures:

Below are the procedures to help the LSU achieve its objectives:

- Assessing, educating, and monitoring students with general/specific learning difficulties from Grade 1 until Grade 5 through in-class support and/or pull-out sessions that should be pre-defined in coordination with parents and the concerned teachers.
- Creating an Individualized Education Plan (IEP), based on assessment results for students receiving pull-out sessions, collaboratively with core subject teachers and sharing them with parents at the beginning of each year.
- Updating IEPs based on students' progress.
- Intervening with preschool students who are at-risk of a suspected learning difficulty in the form of in-class support sessions.
- Continuing the support provided to elementary students in Grades 6 to 8, in the form of pull-out sessions from French classes.
- Providing suitable accommodation and modification in the way evaluative tasks are presented to students with LD from Grades 1 to 12, which will allow them to complete the same assessments as other students. The accommodations do not alter the content of assessments, but they give students a fair advantage to show what they know without being impeded by their difficulty as stated in the "Individuals with Disabilities Education Act".
- All Modifications that are done on assessments or tasks are based on the Hierarchy of Accommodations and Modifications followed in the LSU.

LSU students:

- Are enrolled at SHGS and identified to have a learning support need ,if she experiences difficulties with accessing the curriculum.
- Are screened and evaluated by the school's Speech and Language Pathologist or diagnosed by a professional to have a specific learning difficulty with the report provided.
- Have their parental written consent for the LSU intervention in the form of in-class support, pull out sessions, and test modifications.

General Procedure of the LSU Intervention:

Teacher detects an issue.

Teacher fills pre-referral form about a student and email to LSU (Fatima / Marwa)

LSU informs Principal.

LSU conducts required observations and meets with parents and Principal.

Scenario 1:
Parents Approve:

LSU:

- Conducts assessment.
- Issues report.
- Shares the results with the principal.

Principal and LSU meet with parents for briefing and pull-out authorization.

LSU studies the case and writes IEP.

- **LSU** begins intervention.
- **Teacher** implements differentiated instructions and strategies.

- LSU:**
- Conducts follow up meetings and writes reports (twice a year).
 - Discusses final grades with teachers (quarterly).

Scenario 2:
Parents Refuse:

Parents meet with LSU and listen to GETs concerns.

Parents are convinced.

Parents are not convinced.

Parents will be held responsible of their child's academic performance and progress. Their signature will be requested for school records.

Abbreviations used:

LSU: Learning Support Unit

IEP: Individual Educational Plan

Roles and responsibilities of the various stakeholders:

a. Senior Leadership Team:

- Effectively communicate a vision of inclusion, ensuring the engagement of the entire school community.
- Support the development and implementation of a comprehensive inclusive educational plan.
- Ensure that the relevant staff receive the support they require, enabling and ensuring that inclusive approaches to teaching and learning are embedded in their practice .

b. Learning Support Unit specialists:

- Conducting Assessments for Executive Functioning Skills and in Reading & Writing (English and Arabic) at the beginning and end of the year to track the students' level.
- Teaching English, Arabic and Math for students with LD
- Conducting class observations whenever necessary
- Writing IEPs (beginning of the year and updated throughout the year based on each session's learning outcomes)
- Providing teachers with specific and differentiated strategies to suit the learner's needs and profile (Learner Profile document)
- Meeting with teachers at the beginning of the year, and then appointed meetings as needed.
- Meeting parents during the Parent-Teacher Conference, as well as appointed meetings when needed.
- Monitoring grades given to students every quarter and adjust in collaboration with class teachers.
- Coordinating and liaising with other departments in order to ensure that students with LD are coping and well-adjusted in class.
- Modifying and overseeing tests given to students with learning disabilities

c. Speech and language Therapist:

- Providing intervention sessions for students with LD through pull-out sessions
- Conducting class observations whenever necessary
- Assessing students through formal standardized tests, issuing of reports and participating in IEPs
- Meeting with teachers at the beginning of the year, and then appointed meetings as needed.
- Meeting parents during the Parent-Teacher Conference, as well as appointed meetings when needed.

- Providing teachers with specific and differentiated strategies to suit the learner's needs and profile.
- Coordinating and liaising with other departments in order to ensure that students with LD are coping and well-adjusted in class.
- Modifying and overseeing tests given to students with learning disabilities
- Conducting Professional Development sessions for teachers about LD and how to cope with it

d. General Teachers':

- Teachers are responsible for the educational program of all the students in the classroom including those with learning disabilities. Teachers will:
- Participating in documenting, implementing, and evaluating the IEP
- Providing a supportive learning environment for students with learning disabilities inside the classroom.
- Applying the suggested accommodation recommendations provided at the beginning of each year for LSU students.
- Be aware of individual students' needs.
- Be provided with professional development to enhance strategies in the classroom.

e. The school Doctor:

- Keeping health records
- Informing the administration of medical conditions that impact learning.
- Promoting healthy lifestyles
- Monitoring students with medical conditions and administering medication if needed.
- Ensuring the health and safety of all students under the school's care.

f. Parents:

- The parents/caregivers have the right to choose to participate in the planning of their child's Education Plan, and they are expected to:
- Provide appropriate support at home.
- Act on recommendations given by any professionals involved.

Inclusive Education Practices:

The LSU provides inclusive education practices through two models:

i. Pull-out sessions for students with LD:

Students with learning disabilities are pulled out from certain classes to receive extra support sessions in any other core subject (English, Arabic, or math) based on the student's needs and difficulties.

ii. In-class support for students with LD:

The special education teachers attend general education classroom for elementary students (Gr 1-5) and Gr 6 students (1st Term only as a transitional period, if needed) to provide LD students enrolled in the LSU, with extra support.

iii. IGCSE and IBDP for students with LD:

Although the school offers external examinations, this is strictly optional and depends on the parents' discretion. Students with learning difficulties are entitled for the modifications granted by the external examining body (see Pages 7 and for more details about the IBDP programme).

LSU Consent Letters and Report Cards Outcome:

- Parental consent must be written and signed on a yearly basis approving the LSU intervention in the form of in-class support, pull-out sessions, or test modifications.
- A comment will appear in students' quarterly / per term report cards stating the following:
“(Name of student) is enrolled in the learning support unit at SHGS. She receives pull-out services from (list subjects here), where she completes objectives set in her IEP. During this academic year, (Name of student) received test modifications (Layer #) to assist her in demonstrating progress in the following areas: (list subjects here).”
- If a student is receiving modifications at the high school level (grade 9 to 12), a note will be placed in her transcript stating that she is receiving modifications in specific subjects.
- If a student graduates from Shaikha Hessa Girls' School while completing modified exams up until grade 12, she will receive a graduation testimony "إفادة تخرج" from the Ministry of Education stating that she has received modified exams.

Confidentiality regarding LSU students

The accommodation plan for the LSU student is confidential only to the core team , family and the current teachers are only informed about specific conditions and recommendations and is updated yearly .

Key Words:

LSU: Learning Support Unit

LD: Learning Disabilities

SHGS: Shaikha Hessa Girls' School

IEP: Individualized Education Plan

SEN: Special Education Needs

IBDP: International Baccalaureate® (IB) Diploma Program (DP)

IGCSE: International General Certificate of Secondary Education

----- following pages give more information about IBDP external exams

Special Arrangements for IBDP External Examinations:

All inclusion practices at SHGS should be informed and guided by the Learning Diversity and the Inclusion guidelines set up by the International *Baccalaureate Organization*. SHGS recognizes that promoting Learning Diversity is a shared responsibility. Parents, teachers, administrators and specialists should collaborate together in order to allow LSU students to receive proper access to the curriculum. Inclusion is the Learner profile in action.

Inclusion and diversity Action in Diploma level –

- **Admission and Enrollment phase –**

- Students with special needs, who have been a part of the SHGS family since lower classes are provided access to the IB curriculum in the least restrictive manner.

- **Teaching, learning and examination phase –**

- SHGS supports the notion that students may have the capacity to meet all the curriculum and assessment requirements but may need additional support to enable them to attain their full potential.
- LSU students are supported from the time they join SHGS in KG or Elementary school and are helped to build their self esteem and confidence and improve their inclusion in the mainstream classes.
- These students are given a choice, whether to appear for external examinations or just continue with the SHGS High school Diploma.
- In case the LD students continue with the modifications in High school, the procedures set by the MOE for the issuance of Transcript are followed .
- If they choose to appear for the external exams, the following information (from the IBO) is shared -

a- Arrangement Not Requiring IBO Authorization:

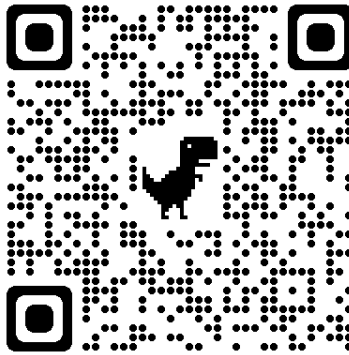
- **Separate room:** A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group.
- **Appropriate/ preferential seating:** The DP coordinator, in consultation with the AEA Coordinator, may arrange for appropriate seating for a candidate to meet the needs of the individual.
- **Use of aids:** A candidate who normally uses an aid (colored overlay or filter lenses, hearing aid, headphones, visual aid, etc.) is allowed to use the aid in examinations.
- **Clarification of examination directions:** If a candidate has difficulties with reading or attention, examination directions may be clarified by the invigilator or designated reader.
- **Rest breaks:** A candidate may be permitted predetermined and supervised rest breaks if required to do so due to medical, physical, psychological or other conditions.

- Prompter: A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions, using nonverbal prompts.

b) **Arrangements require authorization from the IB Assessment center.**

The application for the same must be submitted six months prior to an examination session (November 15th for candidates registering for the May examinations session):

- Access to modified papers – change in print, colored printing, modified papers, access to electronic examination.
- Access to additional time
- Access to writing.
- Access to reading.
- Access to speech and communication
- Access to calculators and practical assistance
- Access to extensions and exemptions



Please check this for the Inclusive access arrangements: Decision pathway.

Review process-

This policy document will be reviewed in accordance with the review cycle set by the Senior leadership Team - December 2024

References (specific for IBDP) –

Developing and aligning a school inclusion policy with the programme standards and practices

https://resources.ibo.org/ib/works/edu_11162-425786?

Learning diversity and inclusion in IB programmes - https://resources.ibo.org/ib/works/edu_11162-38434?

Inclusive access arrangements: Decision pathway

https://resources.ibo.org/data/g_0_senxx_csn_1909_1b_e.pdf

Access and Inclusion policy - https://resources.ibo.org/ib/topic/Access-and-inclusion/works/edu_11162-53587?

International Baccalaureate Organization: Diploma Programme Assessment Procedures

https://resources.ibo.org/dp/works/dp_11162-423301

Also , Refer to the SHGS Admission policy.

Shaikha Hessa Girls' School

Kingdom of Bahrain



Language Policy

Version	V1-3
Effective Date	February 2023
Review Date	February 2023
Authors	Registrar, Arabic and English Heads of Departments
Reviewed by	Senior Leadership Team, Heads of Departments, IGCSE and IBDP Coordinators
Applicable to	Whole school

Approved by	Educational Committee/ Board Members
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Revision History		
Version	Date	Reason for revision
V1-3	February 2023	IBDP Reauthorization Process
V1-2	February 2021	CIS/MSA Reaccreditation Process
V1-1	February 2017	IBDP Reauthorization Process
V1-0	SY 2012-2013	New Document

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Rationale:

- SHGS Language Policy outlines the school's linguistic, cultural and academic goals, and defines a language programme, which is designed to help students attain their goals through authentic contexts in a culturally rich and diverse environment.
- At SHGS, we weave the 21st Century skills in the learning experiences and common core instruction to our students, in alignment with our school Mission statement.
- We believe that language learning does not only facilitate learning, but also provides learners with the opportunity to be effective global citizens who contribute to Bahrain culture and world affairs.
- SHGS Language Policy reflects our commitment to provide a rich and meaningful learning experience that fosters bilingualism and promotes the use of Arabic language in tune with our Mission statement.
- SHGS Language Policy balances the equal status of Arabic and English within the school.
- At SHGS, we strive to develop students who are thoughtful, critical, reflective, and embody the profiles and attitudes emphasized within the Cambridge attributes/ IB Learner Profile.
- The language Policy supports the shared responsibility of all community members, teachers, students and parents for the language development of all students.
- To achieve this, all teachers from KG – 12 and students are encouraged to become active language learners and all subject teachers are language teachers within their subject.
- Approaches to learning focus on effective ways to integrate listening, speaking, reading, writing and visual communication (viewing and presenting) so that related skills are developed and applied in appropriate contexts across all strands of the subject areas, which ultimately will result in fostering better communication skills and applications.
- Teachers at every stage plan and create a variety of rich and meaningful learning experiences that foster and encourages active participation of every student that enhances their creativity, problem solving skills, written expression and communication skills and embrace their responsibilities as national and global citizens.
- Arabic is the mother tongue of all our students, except for less than 1% of our student body.
- For all levels, all applicants are evaluated in both languages when applying for admission to SHGS.

Principles:

SHGS Working Language:

- English and Arabic are the languages of instruction and communication with the stakeholders and the community.
- Communication with the Ministry of education is mainly in Arabic.

- The school provides students handbooks in both languages and occasional letters and messages are translated to Arabic.
- Meeting with parents in conferences or in groups is communicated in both languages.
- The school provides translation of documentation to Arabic teachers mainly to support their teaching and learning as requested.
- French is offered as third language in the Elementary and Middle school.
- Professional development in both languages is offered to staff.
- The school caters for students' different learning styles, experiences and abilities in collaboration with the LSU department.

Internal Working Language:

- Arabic and English are the languages of governance (Board of Directors meeting Minutes are in Arabic)
- English (British English) is the school's internal working language, in which most operational and developmental activities take place.
- English is the main language of management and academic committees (SLT, MLT and HOD).

Classroom language:

- Arabic is the students first language (Mother tongue) and English is acquired in addition to the first language.
- English is the language of instruction in the English Language Arts, English Social Studies, Mathematics, Science, P.E., Art and Music.
- The school implements subjects endorsed by the Ministry of Education, for example, Arabic, Arabic Social Studies, Citizenship, and Islamic Studies; those subjects are instructed and examined in Arabic language.
- French is the language of instruction in French classes (gr 4-8). Students are expected to speak the language appropriate to instructional outcomes.
- In the Elementary Section there are Variety of Reading programmes and activities- like Reading Week, Book Fairs where the parents and other stakeholders get actively involved.
- Arabic as a foreign language is available to students of non-Arab descent if needed in Elementary and Middle school.
- Students identified as SEN in Elementary school receive language support to reach their full potential. LSU provides this support by designing individual programmes for such students.

Responsibilities of Stakeholders:

The various stakeholders in our school community have an essential role in developing our school's Language Policy. Everyone's primary responsibility is to promote and value language development both in the school and in the home.

Below is a list practices and responsibilities within the school context which support this belief:

1- Leadership

- Promote communication with parents concerning students; language development through the use of Arabic and English languages (oral, written and visual).
- Provide a variety of ongoing professional development opportunities to better enable teachers to be effective instructors of students with a range of language proficiencies.
- Provide translations of key documents, and documents where needed.
- Ensure that policies and procedures regarding language acquisition, placement and assessment are developed and implemented, and are regularly reviewed.
- Make sure that SHGS language policy is reviewed and revised yearly at the beginning and the end of the school year.
- The Senior Leadership and Middle leadership Teams are responsible for communicating the language policy to all the school's constituents and stakeholders.

2- Arabic and English Head of the departments

- Support teachers in ensuring proper language development.
- Review and check language curriculum collaboratively with teachers and programmes coordinators
- In ICGSE and IB programme support Language Course selection process
- Collaborate with each other to maintain a seamless language transition between Elementary, Middle and High School
- Participate in Language Policy steering committee meetings and provide feedback for improvement and meeting the programmes' stipulated requirements (Cambridge, ICGSE, IB, and Bahrain MOE)
- Encourage participation in language activities (poetry competitions, special assemblies, inviting guest speakers, students' speeches in graduation and school events, MOE workshops, etc.)
- Make sure teachers and students effectively apply the school's Academic Integrity Policy (HS).
- Encourage the use of teaching methodologies which support students' linguistic development.
- Collaboratively develop a language continuum scope and sequence based on language offerings.

3-Subject Teachers:

- Encourage Library visits and research process.
- Use proper language mechanics in their communication with parents and students.
- Utilize available language resources (library, online platforms, IB Programme Resource Center, visual aids, etc.) and integrate appropriate technology that enhances language development.
- Assess and evaluate students' language performance and development (formative & summative assessments, entrance exams, etc.)
- Reporting and recording using proper language communication and mechanics (report cards, progress reports, interim reports, emails with school community, etc.)
- Design tasks to empower students in offering oral and written feedback and reflections and discourage the reliance on digital translation software or programs.
- Implement differentiated instructions and activities to meet the language learning diverse needs of the student body within their classes.
- Give ongoing feedback on students' progress in both languages of instruction.
- On-going assessment of student language progress and needs. Each student is assessed in reading, writing, speaking and listening through contributions in all classrooms to make sure that developmental linguistic progress is being made.
- Use scheduled meeting times to meet with the LSU team to appraise individual student's needs.
- Effectively apply the school's Academic Integrity Policy (HS).

4-IB Diploma Programme Coordinator:

- Inform students and parents of IB programme offered language options and requirements.
- Make sure that students' language course selection is based on the IBDP rules and regulations.
- Review Language policy in collaboration with the SLT and the English and Arabic HOD and make sure it aligns with the IB Standards and Practices.
- Collaborate with EE Coordinator, Librarian and language Subject Leaders.

5- LSU Team

- Assess the students to understand their level of proficiency.
- Gather background information about the students by meeting the parents and filling in the Students needed forms.
- Work in conjunction with the class teacher, addressing their language needs and providing social and emotional support, especially during the first months of school.
- LSU teachers liaise with classroom teachers.

6-Students:

- Properly use language skills and mechanics.
- Develop skills required to communicate effectively.
- Adhere to the proper implementation and application of SHGS Academic Integrity Policy (HS).

7- Parents:

- They are our very own mother tongue experts at home, they can provide help and we rely on their support to ensure that their children continue to develop their mother tongue skills to the age-appropriate levels.
- Volunteer in school activities and projects. Like – Reading week, Storytelling week, Role play, community projects.)
- Support extra-curricular activities.

Guidelines for Teachers:

- Utilize strategies to make high-level content comprehensible (such as modeling, previewing, using visuals, maps, manipulatives, drama, songs, videos etc.)
- Model metalinguistic learning strategies and scaffold students in their language learning and development.
- use formative and summative assessments that can be used to evaluate students' language progress, in a variety of formats that highlight written and verbal competencies.
- use developmentally appropriate diagnostic assessments to determine if students need additional support in their language learning and consult one another to plan a course of action based on the individual needs of the students.
- If needed, special programmes and classes are designed / arranged for students within the class/ outside the class (SHGS has an established Learning support unit for the elementary and middle school students)
- Language Teachers in Elementary and Middle school along with the librarian regularly conduct reading sessions with local authors/parents /grandparents and hold Arabic and English Book Fair every year.

(More details related to Gr- 11 and 12 follow)

Language Policy - High School (Gr 11 and 12)

At SHGS, we offer the IBDP diploma program or the SHGS Diploma programme. As per the SHGS graduation requirements, in both the tracks students enroll into an Arabic course and an English course in each year in Grades 11 and 12.

Courses offered –

- At SHGS, we only offer IB courses in both the languages. So, all our students undertake a minimum of 2. IB courses.
- The courses offered are:
 - English Language and Literature SL/HL
 - English Language B HL,
 - Arabic Language B HL
- Students opting for Diploma should take English Language and literature SL/HL. Course students can opt for either English course.
- The Language Teachers, IBDP Coordinator and the Collage counsellor decides upon the placement of students in the appropriate courses based on the student's achievement levels in IGCSE language courses, university choices and other considerations.

National Requirements:

SHGS uses both English and Arabic Languages as languages of instruction. Arabic Language is compulsory for students with Bahraini nationality. As per the requirements of the Ministry of Education, Social Studies and Religion are taught in Arabic language.

Language and IB Learner Profile:

By implementing and regularly reviewing and evaluating the IB DP Programme, IBDP learners at SHGS are encouraged within this international framework to become life-long learners who embody and reflect a set of attributes and school's core values that guarantee a successful implementation and delivery of the programme and its language(s).

SHGS community members are committed to excellence and its IB/ HS students linguistically grow and strive to become:

- ❖ **Inquirers:** Learners use language to develop their skills for inquiry and research and to understand the world around them.
- ❖ **Knowledgeable:** Learners continuously work to enhance their language proficiency and expand their vocabulary that enables them to engage in local and global issues and when approaching and discussing fiction and nonfiction texts.
- ❖ **Thinkers:** We believe that learning is essential for individual development and a thriving and forward-thinking community. Learners use language to think critically and creatively; analyze issues, solve problems and act responsibly.
- ❖ **Communicators:** Learners express themselves effectively using oral, written, and visual language in different contexts. They communicate their message clearly and can interpret meaning in different texts and contexts.
- ❖ **Principled:** We believe that ethical act and transparency is the foundation for building genuine and trusting relationships. Learners act with integrity and honesty when using language and employ it appropriately in their written and oral work.
- ❖ **Open-minded:** We believe that embracing our differences makes us stronger. Learner's respect and appreciate the linguistic differences in communication styles and use language to explore their own and other people's cultures.
- ❖ **Caring:** We believe that giving of oneself enriches us all. Learners are aware of the power of language and use it sensitively, realizing how the use of language can affect others.
- ❖ **Risk takers:** Learners challenge themselves to read, write, speak and listen in situations where they are not completely confident.
- ❖ **Balanced:** Learner's work to enhance both their receptive and expressive language and build both skills equally.
- ❖ **Reflective:** Learners reflect on their use of language, the importance of their mother tongue, and their own strengths and weaknesses/ areas of improvement.

Professional Development for teachers:

At SHGS, we believe in continuous improvement of student's skills and achievements. We recognize that this can be achieved when the teachers continuously improve their professional skills.

Continuous Professional development (CPD) is an integral part of teaching at SHGS. This is achieved through – IBDP workshops, MOE conducted workshops, Tuesday PD sessions, in service day sessions, Collaborative departmental meetings, in house PD training sessions.

Teachers attend Face to face or online workshops conducted by IBO or by In thinking.

<https://www.ibo.org/professional-development/find-events-and-workshops/>
<https://inthinking.net/inthinking/teacher-workshops.htm>

Other Policies supported by and supporting the SHGS Language Policy:

- SHGS Academic Integrity Policy
- SHGS Assessment Policy
- SHGS Inclusion Policy

*** These Policies are available on the school website www.shgs.edu.bh

Language Policy Revision Process:

This policy is a working document developed by Shaikha Hessa Girls School Senior leadership Team, Head of departments of English and Arabic through the school and curriculum coordinators (IGCSE and IBDP) and finally approved by the Education Committee of the Board.

Review process-

This policy document will be reviewed in accordance with the review cycle set by the Senior leadership Team- December 2024

Resources -

1. [SHGS -IBDP Booklet](#) -2023-2024
2. International Baccalaureate Organization. 2008. Guidelines for developing school language policy. https://resources.ibo.org/data/g_0_iboxx_amo_0804_2_e.pdf
3. International Baccalaureate Organization. Diploma Programme Assessment procedures .2023 https://resources.ibo.org/dp/works/dp_11162-423301
4. International Baccalaureate Organization. Guidelines for school self-reflection on its language policy 2012. https://resources.ibo.org/ib/resource/11162-occ-file-g_0_iboxx_amo_1206_1_e?lang=en
5. International Baccalaureate Organization. 2015. Diploma Programme: From principles into practice. Wales, UK. https://resources.ibo.org/data/d_0_dpyyy_mon_1504_1_e.pdf