



Middle Years Programme

**Handbook for parents
and students**

2021/2022

Contents

| | |
|--|----|
| Contents | 2 |
| The IB Middle Years Programme | 4 |
| The IB MYP Philosophy | 4 |
| The International Baccalaureate Learner Profile | 4 |
| The IB Middle Years Programme at ISOB | 6 |
| The IB MYP Curriculum Model | 6 |
| A Concept-driven Curriculum | 7 |
| Global Contexts | 7 |
| Approaches to Learning (ATL) | 8 |
| Service as Action | 10 |
| The Personal Project | 10 |
| The International Baccalaureate at ISOB, Grades 6-10 | 11 |
| Group 1: Language and Literature (also known as Languages A) | 11 |
| Group 2: Language Acquisition (also known as Languages B) | 12 |
| Group 3: Individuals and Societies | 13 |
| Group 4: Experimental Sciences | 14 |
| Group 5: Mathematics | 15 |
| Group 6: The Arts | 17 |
| Group 7: Design | 19 |
| Group 8: Physical and Health Education (also known as PE) | 20 |
| Language Policy at ISOB | 21 |
| Subject Options: Grade 10 | 24 |
| Prohibitions | 25 |
| Homework | 25 |
| IB MYP Assessment and Criteria | 27 |
| Assessment Policy | 28 |
| IB MYP Overall Levels of Achievement (granted for the 1st semester and at the end of the school year on the basis of all summative tasks in a subject) | 32 |
| Service as Action | 34 |
| MYP Diploma Requirements and Graduation | 34 |
| Examination Regulations for Grade 10 (optional e-assessment) | 35 |
| Assessment: FAQ | 35 |
| School Rules and Policies | 40 |
| The Code of School Behavior | 40 |
| Behavior Grade | 43 |

| | |
|--|----|
| Bullying and harassment policy..... | 47 |
| Anti-Cyberbullying Policy | 48 |
| Academic Honesty Policy | 51 |
| Mobile Phone Policy of International School of Bydgoszcz | 59 |
| Clothes Policy | 60 |
| Attendance Policy | 61 |
| Information Technology Policy | 62 |
| Library Policy | 63 |
| Information Directory | 64 |

The IB Middle Years Programme

The IB goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices and respect others in the global community. The International Baccalaureate (IB) Middle Years Programme (IB MYP) was originally developed by the International Schools Association and then further developed by schools during the early 1990s. It is a purpose-built five-year program (Grades 6-10, ages 11-16) for international schools and is now being taught and implemented worldwide, with considerable growth in Europe, Asia and the Americas. The IB MYP is geared to meet the needs of IB World Schools, as well as other school systems and so is being implemented both in international schools and in some state systems.

The MYP programme builds upon skills and units of inquiry learning developed in the IB Primary Years Programme (IB PYP). IB PYP teaching and learning “focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside” (IB). The IB MYP also relies on connecting classroom pedagogical practices and content to the world outside through the Global Contexts and the Learner Profile.

The IB MYP is followed by the IB Diploma Programme established in Geneva in 1968 to provide an international, and internationally-recognized, university-entrance qualification for students studying outside of their home country.

The IB MYP Philosophy

The IB MYP emphasizes **Holistic Learning**.

The IB MYP should expose students to as many different subjects, skills and experiences as possible so that students will learn to see knowledge as an interrelated whole. Students should have the opportunity to show their various strengths while being rewarded for them and gaining a sense of personal achievement.

The IB MYP emphasizes Intercultural Awareness and Communication.

In our community, it is essential that the curriculum reflects and is responsive to the different perspectives of all our students. It should also guide them in forming their own, international, outlook. This implies an emphasis on communication skills, both in the languages and other subjects.

The IB MYP is Student-Centred.

It is vital that students develop an awareness of their own learning process and the necessary skills to continue learning throughout life. The curriculum seeks to shift the emphasis from teacher-led instruction to student-led learning wherever possible.

A focus on higher-order thinking skills gives students opportunities to explore their expanding concerns and their growing awareness of themselves and the world in ways that develop sound judgment.

The International Baccalaureate Learner Profile

The IB learner profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. (IB, 2013)

| DISPOSITION | DESCRIPTION |
|----------------------|--|
| Inquirers | We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life. |
| Knowledgeable | We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance. |
| Thinkers | We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions. |
| Communicators | We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups. |
| Principled | We act with integrity and honesty, 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. |
| Open-minded | We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience. |
| Caring | We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us. |
| Risk-takers | We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change. |
| Balanced | We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live. |
| Reflective | We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development. |

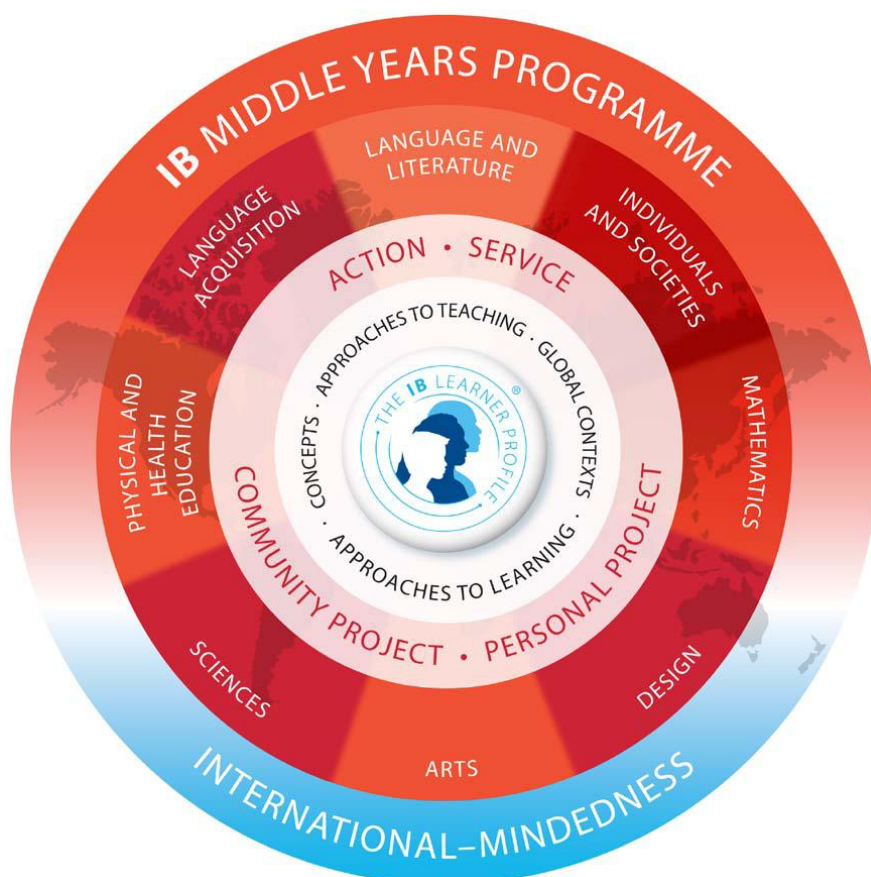
The IB Middle Years Programme at ISOB

The International School of Bydgoszcz adopted the IB MYP because the philosophy and objectives of this programme reflect those of the school. In addition, the IB MYP:

- is an international programme with no bias towards any particular national system,
- provides for vertical consistency across Grades with the IB Diploma in Grades 11 and 12 and with the PYP; many elements of the IB MYP are common to the skills required by the Diploma and developed in the PYP,
- provides assessment, within the IB MYP subjects, which shares a common approach by being criterion-related and inquiry-based,
- has strong, interdisciplinary elements,
- is flexible enough to allow ISOB to design the curriculum to fit student needs,
- does not proscribe content of subject areas but does provide a framework for their delivery,
- supports curriculum development and external evaluation.

The assessment within each subject is designed to help students and parents recognize a student's individual strengths and weaknesses according to the particular set of skills necessary for achievement. Please see the section on the ISOB Assessment Policy.

The IB MYP Curriculum Model



A Concept-driven Curriculum

A concept is a big idea — a principle or conception that is enduring, the significance of which goes beyond aspects such as particular origins, subject matter, or place in time. Concepts represent the vehicle for students' inquiry into issues and ideas of personal, local, and global significance, providing the means by which the essence of a subject can be explored.

The MYP identifies prescribed **key concepts** and **related concepts**. These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB World Schools offering the MYP.

A concept-based model is used in the MYP because it encourages students to:

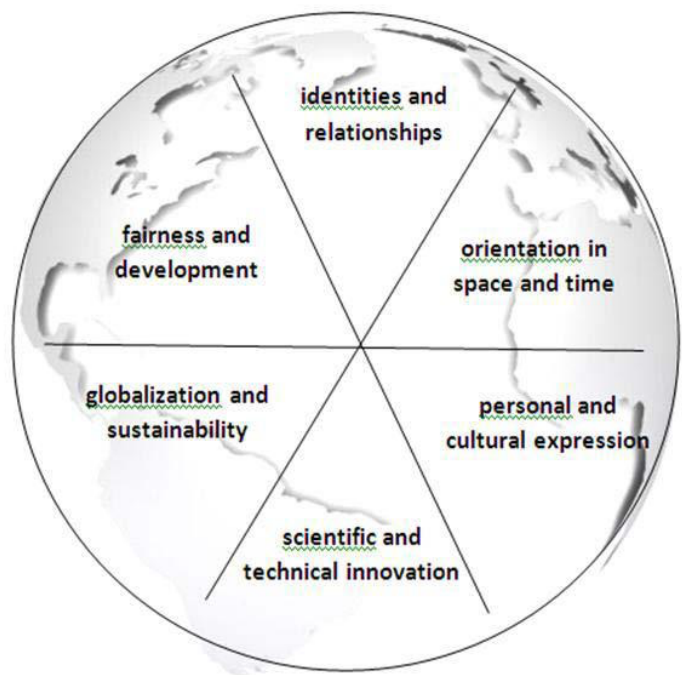
- process factual knowledge at a deeper intellectual level as they relate the facts to concepts and essential conceptual understandings,
- create personal relevance, as students relate new knowledge to prior knowledge, and encourage understanding of cultures and environments across global contexts through the transfer of knowledge,
- bring their personal intellect to the study as they use a key concept to personally focus on the unit topic to increase motivation for learning,
- increase fluency with language as students use factual information to explain and support their deeper conceptual understanding,
- achieve higher levels of critical, creative, and conceptual thinking as students analyze complex global challenges and create greater subject depth through the study of discipline-specific related concepts.

Global Contexts

Subject content is organized around themes or perspectives called Global Contexts. They are designed to encourage the students to make worthwhile connections between the real world and classroom learning.

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions:

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?



The six MYP Global Contexts inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on local, national, and global communities, as well as the real-life issues and concerns of 11 to 16-year-old students. **For each MYP unit, teachers should identify one global context that establishes a focus for meaningful teaching and learning in a program of international education.** Over the course of their study, students should encounter all six global contexts, which are shown in the diagram.

MYP global contexts provide common points of entry for inquiries into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding, and global engagement. These contexts build on the powerful themes of global significance that structure teaching and learning in the Primary Years Programme (see below), creating relevance for adolescent learners.

Primary Years Programme (PYP)

Trans-disciplinary themes:

Who we are?
Where we are in place and time?
How we express ourselves?
How the world works?
How we organize ourselves?
Sharing the planet

Middle Years Programme (MYP G6 – 10)

Global contexts:

identities and relationships
orientation in space and time
personal and cultural expression
scientific and technical innovation
globalization and sustainability
fairness and development

Inquiring into subject content through a global context enables students to develop a deeper understanding of both the subject and its application in the real world. Repeated cycles of inquiry, action and reflection can lead students from academic knowledge towards practical understanding, developing positive attitudes towards learning as well as a sense of personal and social responsibility.

Organized around Global Contexts, field trips are a way to integrate students into the ISOB school community and our host country. They provide real-world contexts for learning that are at the centre of IB MYP pedagogy. For these reasons, student participation in all school field trips is a required component of our academic program. Students who do not participate in field trips are often unable to make up these opportunities for learning.

In Grade 10, the school assesses the Global Contexts through a significant, extended Personal Project completed by each student individually. **G9 students are also expected to make an educational project assignment, in conformity to the requirements of the Polish educational regulations. G9 projects refer only to Polish students, G10 Personal Project is obligatory for all of them.**

Approaches to Learning (ATL)

Through approaches to learning in IB programmes, students develop skills that have relevance across the curriculum that **help them “learn how to learn”**.

The MYP extends IB approaches to learning (ATL) skills categories into ten developmentally appropriate clusters. The focus of approaches to learning in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. ATL skills empower students to succeed in meeting the challenging objectives of MYP subject groups and prepare them for further success in the IB Diploma Programme.

Every MYP unit identifies ATL skills that students will develop through their inquiry and demonstrate in the unit’s formative (if applicable) and summative assessments. Many ATL skills directly support the attainment of subject-group objectives.

There are ten Approaches to Learning (ATLs) MYP clusters explained below:

| | | |
|-----------------|---|--|
| Communication | I. Communication skills | |
| | Exchanging thoughts, messages, and information effectively through interaction | <i>How can students communicate through interaction?</i> |
| | Reading, writing, and using language to gather and communicate information | <i>How can students demonstrate communication through language?</i> |
| Social | II. Collaboration skills | |
| | Working effectively with others | <i>How can students collaborate?</i> |
| Self-management | III. Organization skills | |
| | Managing time and tasks effectively | <i>How can students demonstrate organization skills?</i> |
| | IV. Affective skills | |
| | Managing state of mind <ul style="list-style-type: none"> • Mindfulness • Perseverance • Emotional management • Self-motivation • Resilience | <i>How can students manage their own state of mind?</i> |
| | V. Reflection skills | |
| | (Re)considering the process of learning; choosing and using ATL skills | <i>How can students be reflective?</i> |
| Research | VI. Information literacy skills | |
| | Finding, interpreting, judging and creating information | <i>How can students demonstrate information literacy?</i> |
| | VII. Media literacy skills | |
| | Interacting with media to use and create ideas and information | <i>How can students demonstrate media literacy?</i> |
| Thinking | VIII. Critical thinking skills | |
| | Analysing and evaluating issues and ideas | <i>How can students think critically?</i> |
| | IX. Creative thinking skills | |
| | Generating novel ideas and considering new perspectives | <i>How can students be creative?</i> |
| | X. Transfer skills | |
| | Using skills and knowledge in multiple contexts | <i>How can students transfer skills and knowledge across disciplines and subject groups?</i> |

Service as Action

The students in Grades 6-10 are required to carry out projects for their community. Project can be a direct service for the benefit of another person or people (e.g. a charity event), but it can also be research (seeking information and sharing it with others), indirect service (supporting an activity indirectly), or advocacy (disseminating information on an important topic and calling for a change)*. The learners can engage in social work, volunteering and all forms of activity for the class, school, and the local community.

The SA Coordinator informs the students about the various possibilities of fulfilling the SA's obligation. It is up to the students to choose the type of project they would like to participate in. They should keep a record of the days and stages of work. In addition, after completing the activities, they should write a reflection and explain how the learning outcomes have been met. They are also obliged to collect and upload photos, videos and other documents via ManageBac that would constitute evidence of the implementation of the project.

At the end of Grade 10, the learners present their projects in front of the MYP and SA Coordinator. The SA is a prerequisite for the completion of MYP and continues at DP.

All the rules and details of the requirements related to SA are published in the document "Handbook for Service as Action International School of Bydgoszcz. Learning expectations for service".

* Based on: Cathryn Berger Kaye, *The complete guide to service learning: proven, practical ways to engage students in civic responsibility, academic curriculum & social action*, Free Spirit Publishing, Minneapolis 2010.

The Personal Project

The Personal Project (PP) is an extended, independent piece of project work completed by each student in the last year of the program, Grade 10. Some students actively develop their topic over the preceding summer break.

Project topics may be creative or research -based and, ideally, they should reflect a student's personal interest. Students begin the PP process in mid -October and finish in early April. The stages of the process are documented by a journal that is assessed. While there is some recognition of the project through the criteria, a student's record of, research about and reflection on the process is a significant part of the final result. Each student is obliged to get acquainted with the PP Guide (available on the school website). Through the use of a process journal, the supervisor will provide support and guidance through the PP process. **Personal Project is the only component in MYP obligatorily liable to external moderation.**

To celebrate the end of the PP process, the school hosts a Personal Project showcase on a specific day with presentations and performances, usually at the beginning of April.

The International Baccalaureate at ISOB, Grades 6-10

Group 1: Language and Literature (also known as Languages A)

Polish, English, other Mother-Tongue Language

Language A is either a student's mother tongue language or one in which he/she has near-native proficiency. It is an academically rigorous study of both language and literature which aims to equip students with linguistic, analytical and communicative skills. **At ISOB, Polish students take Polish as their Language A, for all other students English – as the language of instruction - is their Language A.**

Main Objectives

The study of MYP Language A is to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction,
- develop critical, creative and personal approaches to studying and analyzing literary and non-literary works,
- develop a lifelong interest in reading widely and apply language skills in a variety of real-life contexts.

Skills

Objective A: Analyzing

In order to reach the aims of studying language and literature, students should be able to:

- analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts,
- analyze the effects of the creator's choices on an audience,
- justify opinions and ideas, using examples, explanations and terminology,
- evaluate similarities and differences by connecting features across and within genres and texts.

Objective B: Organizing

In order to reach the aims of studying language and literature, students should be able to:

- employ organizational structures that serve the context and intention,
- organize opinions and ideas in a sustained, coherent and logical manner,
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

Objective C: Producing text

In order to reach the aims of studying language and literature, students should be able to:

- produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process,
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience,
- select relevant details and examples to develop ideas.

Objective D: Using language

In order to reach the aims of studying language and literature, students should be able to:

- use appropriate and varied vocabulary, sentence structures and forms of expression,
- write and speak in a register and style that serve the context and intention,
- use correct grammar, syntax and punctuation,
- spell (alphabetic languages), write (character languages) and pronounce with accuracy,
- use appropriate non-verbal communication techniques.

Group 2: Language Acquisition (also known as Languages B)

English, French, Spanish, German, Polish

The aims of the study of modern foreign languages are to acquire, firstly, the basis of a means of communication and an understanding of the linguistic, cultural, and social elements of the communities where these languages are spoken. In addition, we aim to develop an appreciation of a variety of literary and non-literary texts, thus giving access to multiple sources of information. Finally, it is hoped that this activity will be life-long and enjoyable.

Main Objectives

Our objectives, which are achieved at different levels in accordance with the criteria of the students' placement, are to be able to communicate information, ideas and opinions and to demonstrate comprehension of these, both orally and in writing. In addition, students should be able to identify main ideas and supporting details and draw conclusions in these same ways, using appropriate structures and vocabulary. In the oral context, this should be done with comprehensible pronunciation and intonation. They should be able to request and provide information in formal and informal exchanges related to the Global Contexts and to cultural and international issues.

Skills & Knowledge

Students will then acquire the skills of speaking, listening, reading comprehension, and formal and informal writing for both accuracy and fluency, in ever-increasing levels of difficulty from complete beginner to near-native. Skills range from student self-expression to formal letters and literary analytical essays. Text handling is an important component in every level.

Assessment

Teaching and learning in language acquisition is organized into six phases. The phases represent a developmental continuum of additional language learning (language acquisition). Students may commence their language acquisition course in any phase on the continuum and may exit from any phase on the continuum.

Students with no prior knowledge of a foreign language who wish to study in the MYP should start in phase 1. **All such students will be offered additional language support classes incorporated in the weekly timetable and obligatory for a student until he achieves sufficient skills to effectively learn in the language. Phase placement is done on the basis of a language teacher assessment of a student's knowledge and skills (exit criteria per phase are in the separate document)**

Note: The phases are not organized into age groups or MYP year. Phases 4, 5 and 6 allow for a smooth transition from an MYP foreign language course to DP group 2 courses — and, for a number of students, to group 1 courses. The MYP framework for a foreign language reflects the concepts and skills of the presumed knowledge for these DP courses.

Language acquisition objectives are organized into four communicative processes:

A. Listening

As appropriate to the phase, the student is expected to be able to:

- identify explicit and implicit information (facts and/or opinions, and supporting details),
- analyse conventions,
- analyse connections.

B. Reading

As appropriate to the phase, the student is expected to be able to:

- identify explicit and implicit information (facts and/or opinions, and supporting details),
- analyse conventions,
- analyse connections.

C. Speaking

As appropriate to the phase, the student is expected to be able to:

- use a wide range of vocabulary,
- use a wide range of grammatical structures generally accurately,
- use clear pronunciation and intonation in comprehensible manner,
- communicate all or almost all the required information clearly and effectively.

D. Writing

As appropriate to the phase, the student is expected to be able to:

- use a wide range of vocabulary,
- use a wide range of grammatical structures generally accurately,
- organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices,
- communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

Group 3: Individuals and Societies

History, Geography, Civics

The aim of MYP Individuals and Societies is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretative skills, and communication skills, contributing to the development of the student. The Individuals and Societies aim to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies, and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

Main Objectives

A. Knowing and understanding

Students develop factual and conceptual knowledge about Individuals and Societies. In order to reach the aims of Individuals and Societies, students should be able to:

- use terminology in context,

- demonstrate knowledge and understanding of subject-specific content and concepts using descriptions, explanations and examples.

B. Investigating

In order to reach the aims of individuals and societies, students should be able to:

- formulate a clear and focused research question and justify its relevance,
- formulate and follow an action plan to investigate a research question,
- use research methods to collect and record relevant information,
- evaluate the process and results of the investigation.

C. Communicating

In order to reach the aims of individuals and societies, students should be able to:

- communicate information and ideas using an appropriate style for the audience and purpose,
- structure information and ideas in a way that is appropriate to the specified format,
- document sources of information using a recognized convention.

D. Thinking critically

In order to reach the aims of individuals and societies, students should be able to:

- discuss concepts, issues, models, visual representation and theories,
- synthesize information to make valid arguments,
- analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations,
- interpret different perspectives and their implications.

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP individuals and societies attainment level.

Group 4: Experimental Sciences

Biology, Chemistry, Physics, Environmental Systems and Societies

Science and the scientific method offer a way of learning that contributes to the development of analytical and critical thinking skills. MYP science aims to develop students as scientifically literate inquirers who are able to think critically and creatively to solve problems and make decisions affecting themselves, others and natural environments.

Main Objectives

The course objectives are closely aligned to the four science assessment criteria:

A. Knowing and understanding

In order to reach the aims of sciences, students should be able to:

- explain scientific knowledge,
- apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations,
- analyze and evaluate information to make scientifically supported judgments.

B. Inquiring and designing

In order to reach the aims of sciences, students should be able to:

- explain a problem or question to be tested by a scientific investigation,
- formulate a testable hypothesis and explain it using scientific reasoning,
- explain how to manipulate the variables, and explain how data will be collected,
- design scientific investigations.

C. Processing and evaluating

In order to reach the aims of sciences, students should be able to:

- present collected and transformed data,
- interpret data and explain results using scientific reasoning,
- evaluate the validity of a hypothesis based on the outcome of the scientific investigation,
- evaluate the validity of the method,
- explain improvements or extensions to the method.

D. Reflecting on the impacts of science

In order to reach the aims of sciences, students should be able to:

- explain the ways in which science is applied and used to address a specific problem or issue,
- discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue,
- apply communication modes effectively,
- document the work of others and sources of information used.

Knowledge

Specific course content is selected to provide smooth progression through the MYP and thorough preparation for the IB Diploma Programme science courses.

Assessment

Each semester students are graded on the 4 assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP science attainment level.

Group 5: Mathematics

MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

Main Objectives

In MYP mathematics, the four main objectives support the IB Learner Profile, promoting the development of students who are knowledgeable, inquirers, communicators and reflective learners.

A. Knowing and understanding

In order to reach the aims of mathematics, students should be able to:

- select appropriate mathematics when solving problems,
- apply the selected mathematics successfully when solving problems,
- solve problems correctly in both familiar and unfamiliar situations in a variety of contexts,

B. Investigating patterns

In order to reach the aims of mathematics, students should be able to:

- select and apply mathematical problem-solving techniques to discover complex patterns,
- describe patterns as general rules consistent with findings,
- prove, or verify and justify, general rules.

C. Communicating

In order to reach the aims of mathematics, students should be able to:

- use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations,
- use appropriate forms of mathematical representation to present information,
- move between different forms of mathematical representation,
- communicate complete, coherent and concise mathematical lines of reasoning,
- organize information using a logical structure.

D. Applying mathematics in real-life contexts

In order to reach the aims of mathematics, students should be able to:

- identify relevant elements of authentic real-life situations,
- select appropriate mathematical strategies when solving authentic real-life situations,
- apply the selected mathematical strategies successfully to reach a solution,
- justify the degree of accuracy of a solution,
- justify whether a solution makes sense in the context of the authentic real-life situation.

Skills

Students will develop the following skills over their period of study in mathematics:

- knowledge-acquisition skills: An understanding of mathematical concepts and ideas, as defined in the framework,
- problem-solving skills: Mathematical strategies to solve problems in familiar and unfamiliar situations, in both mathematical and real-life contexts,
- communication skills: Oral and written skills using mathematical language, symbols and notation, and a range of forms of representation (for example, drawings, diagrams, graphs, tables),
- thinking skills: Coherent logical and abstract thinking, inductive and deductive reasoning, justification and proof, estimation and accuracy,
- information-literacy skills: The ability to use the library and other media to access information, selecting and judging information critically, knowing how to acknowledge references and how to avoid plagiarism,
- information and communication technology skills: Confident use of computer applications and calculators when analysing problems, expressing a clear line of mathematical reasoning by use of technology,
- collaborative skills: The ability to work as a team member, listening and interacting with others, respecting and considering different points of view,
- reflection skills: Evaluation of one's own work and performance, identifying personal strengths and weaknesses to improve learning.

Knowledge

MYP mathematics provides a framework of concepts and skills organized into the following five branches of mathematics:

- number,
- algebra,
- geometry and trigonometry,
- statistics and probability,
- discrete mathematics.

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP mathematics attainment level.

Group 6: The Arts

Visual Art, Theatre, Music

The arts are a universal form of human expression and a unique way of knowing that engage us in affective, imaginative and productive activity. Learning through the arts helps us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-confidence, resilience and adaptability. The IB MYP arts value the process of creating artwork as much as the finished product.

Main Objectives

The arts objectives interrelate with each other and form the basis of the student's experience in the arts. Personal engagement surrounds the student at the centre and connects directly with each of the other objectives.

The course objectives are closely aligned to the four arts assessment criteria:

A. Knowing and understanding

In order to reach the aims of arts, students should be able to:

- demonstrate knowledge and understanding of the art form studied, including concepts, processes and the use of subject-specific terminology,
- demonstrate an understanding of the role of the art form in original or displaced contexts,
- use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

B. Developing skills

In order to reach the aims of arts, students should be able to:

- demonstrate the acquisition and development of the skills and techniques of the art form studied,
- demonstrate the application of skills and techniques to create, perform and/or present art.

C. Thinking creatively

In order to reach the aims of arts, students should be able to:

- develop a feasible, clear, imaginative and coherent artistic intention,
- demonstrate a range and depth of creative-thinking behaviors,
- demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

D. Responding

In order to reach the aims of arts, students should be able to:

- construct meaning and transfer learning to new settings,
- create an artistic response which intends to reflect or impact on the world around them,
- critique the artwork of self and others.

Skills

Through a study of the three core arts disciplines of Music, Visual Art and Theatre, students should be able to:

- demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts,
- demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes,
- communicate a critical understanding of the art form studied in the context of their own artwork,
- develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions,
- apply skills, techniques and processes to create, perform and/or present art,
- reflect critically on their own artistic development and processes at different stages of their work,
- evaluate their work,
- use feedback to inform their own artistic development and processes,
- show commitment in using their own artistic processes,
- demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks,
- support, encourage and work with their peers in a positive way,
- be receptive to art practices and artworks from various cultures, including their own.

Knowledge

Specific course content is selected to provide smooth progression through the MYP and also thorough preparation for the IB Diploma Visual Arts, Music and Theatre courses.

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP arts attainment level.

Media & Film

Media and film involves a close study of the media as a means of mass communication and its impact on different types of audiences. Possible topics could include bias, censorship, and representation. Texts will be drawn from a wide range of media including: film, advertising, journalism, radio and television. Tasks will be assessed with arts criteria.

Group 7: Design

MYP Design at the ISOB is compulsory for all students in Grades 6-10 and covers digital design area. Students complete summative design projects at the end of each unit, with some shorter ongoing tasks. Design course use the design cycle to solve problems through the use of a computer system. The study of digital design equips students to create computer-generated digital products/solutions to solve a problem and meet a perceived need. Two-dimensional (2D) tangible solutions created using computer aided manufacturing techniques are typically the result of a digital design course. Distinct digital design courses include web design, interactive media design, programming and control, and so on.

Main Objectives

The course objectives are aligned to the four design assessment criteria:

A. Inquiring and analysing

In order to reach the aims of design, students should be able to:

- explain and justify the need for a solution to a problem for a specified client/target audience,
- identify and prioritize the primary and secondary research needed to develop a solution to the problem,
- analyze a range of existing products that inspire a solution to the problem,
- develop a detailed design brief which summarizes the analysis of relevant research.

B. Developing ideas

In order to reach the aims of design, students should be able to:

- develop a design specification which clearly states the success criteria for the design of a solution,
- develop a range of feasible design ideas which can be correctly interpreted by others,
- present the final chosen design and justify its selection,
- develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

C. Creating the solution

In order to reach the aims of design, students should be able to:

- construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution,
- demonstrate excellent technical skills when making the solution,
- follow the plan to create the solution, which functions as intended,
- fully justify changes made to the chosen design and plan when making the solution,
- present the solution as a whole, either in electronic form, or through photographs of the solution from different angles, showing details.

D. Evaluating

In order to reach the aims of design, students should be able to:

- design detailed and relevant testing methods, which generate data, to measure the success of the solution,
- critically evaluate the success of the solution against the design specification,
- explain how the solution could be improved,
- explain the impact of the solution on the client/target audience.

Skills

In Grades 6-10, students learn skills which they then apply to given projects.

The software used in Digital Design comprises Microsoft Office Suite, Inkscape, Scratch, Algodoo, Raptor, VideoPad, Shotcut, Pivot Animator, Prezi, Krita, SweetHome 3D, Calibre, Gimp, DraftSight and Audacity. Many online resources (like wix.com) are also used very often.

Knowledge

Students learn also about the materials and processes we use to shape our world and how we communicate and share ideas, opinions and information. Knowledge of materials is built up as the student progresses through the school, starting with origins and classification progressing to how man-made materials are produced, with special reference to the effects we have on our environment and how we can have a positive effect through our choices.

Assessment

Students are assessed throughout the year. Each criterion is assessed twice, with focused tasks used to address particular skills. All work is formatively assessed and we encourage students to use these assessments to understand the rubric and to improve work before the final assessment.

Group 8: Physical and Health Education (also known as PE)

Physical Education

ISoB's IB MYP program offers students a balanced Physical and Health Education curriculum with opportunities to become multi-skilled by experimenting with the main sports groups of cultures around the world.

The social aspect of collective sports activities allows students to develop autonomy and responsibility. Students also learn about safety and first aid. Individual sports activities offer students opportunities to strive for their personal best through a thorough understanding of their own limits. Partnered sports activities help students learn to manage their stress and emotions with respect to their physical effort that must be adapted to the environment and sports material.

Student learning experiences in the PE program are diverse and comprehensive, allowing students to attain knowledge and experience within a maximum of environments and situations. The PE curriculum aims to guide students with their development of self- and group -confidence as well as emotional and physical competency, which are ATL skills that will serve students with fitness management and life-long learning across the curriculum.

The assessment of criterion A is often project or portfolio-based, using students' written skills.

Main Objectives

The course objectives are assessed through four criteria:

A. Knowing and understanding

In order to reach the aims of physical and health education, students should be able to:

- explain physical health education factual, procedural and conceptual knowledge,
- apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations,
- apply physical and health terminology effectively to communicate understanding.

B. Planning for performance

In order to reach the aims of physical and health education, students should be able to:

- design, explain and justify plans to improve physical performance and health,
- analyze and evaluate the effectiveness of a plan based on the outcome.

C. Applying and performing

In order to reach the aims of physical and health education, students should be able to:

- demonstrate and apply a range of skills and techniques effectively,
- demonstrate and apply a range of strategies and movement concepts,
- analyze and apply information to perform effectively.

D. Reflecting and improving performance

In order to reach the aims of physical and health education, students should be able to:

- explain and demonstrate strategies that enhance interpersonal skills,
- develop goals and apply strategies to enhance performance,
- analyze and evaluate performance.

Skills and Knowledge

One year of experience of a variety of sports encourages students to develop different skills: Analyzing New Concepts, Observing, Communicating, Evaluating, Experimenting, Inquiring, Recording, Synthesizing, Using Space, Time and Energy, Team Working, Performing, Planning and Creating, also Respect, Civility, and Taking Initiatives.

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP PHE level.

Language Policy at ISOB

A language policy is an action statement ... It is concerned less with where the students in a school are going, and more with how they are going to get there.

Language Policy in Schools, Corson (1999)

(taken from *Programme standards and practices*. B1.20, IB 2005)

At International School of Bydgoszcz, we believe that language is a primary means of communication and learning and as such supports the school's Mission and Philosophy. The school's goal is to help in the development of our students, so that they become responsible, self-confident world citizens with established sense of service to others.

The acquisition of language is a life-long process and is a central component of intellectual and personal growth of a human being. Many languages exist side by side within the ISoB community, so students may explore and compare languages and cultures that are associated with them and this approach makes a significant contribution to whole child development.

In providing quality education in English for children of all nationalities we acknowledge that English language learners will face a challenge hence the recognition of the important role that mainstream teachers play in developing students' language competence and a belief in the importance of mother tongue development. English Department, Special Educational Needs Department and Mother Tongue Support (MTS) focus on developing proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational programme and achieving the academic standards.

English is the language of instruction within the school and as such the key to student success in other subject areas lies in their level of competency in this language. English lessons have an obvious role to play in teaching and reinforcing language skills needed in other mainstream subjects.

Every teacher at the International School of Bydgoszcz is a language teacher and recognizes the importance of this role within the IB philosophy. In addition to this, teachers are responsible for adapting their materials and teaching style to take into account the needs of students who are not native speakers of English. Subject teachers are encouraged to correct mistakes in English as well as content of written work and to provide missing vocabulary where feasible. Teachers should encourage students to speak English in class (except in Polish, French, Spanish or German classes).

By integrating language into every aspect of the curriculum, we are teaching students the importance of culture, diversity, and sensitivity towards others which in turn enhances their personal growth, cognitive development, and facilitates international understanding. Through the strong emphasis on language, our goal is to foster a deep understanding about language and provide an opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of language and literature.

Standard Forms of Language and Handwriting

Students should be exposed to the language and culture of different countries and no one form is considered to be 'standard'. It is necessary for students to appreciate the different forms of language, for example, British or American English. The type of language a teacher is likely to use depends on where that teacher is from. The teacher will however point out differences in expression or spelling where appropriate. Students also produce a variety of different forms of handwriting dependent on previous school experience. Throughout the school all forms of handwriting are acceptable, provided that it is neat and legible.

English Department

English, as the language of instruction is compulsory throughout the school. The course offered is suitable for students with a variety of English levels, from native speakers to those with a basic command of English.

ISOB offers two English language courses in MYP and two in DP: English Language Acquisition (in grades: G6-G12) and English Language and Literature (in grades: G7-G10) which follows with English A – Literature in the DP Programme (G11-12). In MYP, students are assigned to one of the courses based on their skills and the scope of linguistic competence. In case of students who successfully completed phase 4 of Language Acquisition course, there is a possibility to transfer to Language and Literature course to further enhance their language learning. The choice is made at the discretion of ISOB's language department members. In case of those students who plan to take e-assessment exam at the end of MYP, they are obliged to attend Language and Literature course as it is a part of the e-assessment procedure. In case of G7 students, the admission to one of the courses is made on the basis of prior learning experiences and recommendations.

Language learning in DP

In DP, students choose their Language A – Literature or Language B on entering the programme. Here English is one of the languages they can choose from, the total number of language courses varying year to year based on the needs of students. If student's choice is English, they can qualify either for English A – Literature or English B based on their language proficiency and literary analysis skills. As it is generally understood, Language A – Literature programme is for native speakers and near-native proficient students, Language B is language acquisition course; both offered at high level and standard level.

ESL (English a Second Language) support is offered to students with a limited knowledge of English to successfully access the mainstream curriculum, in a form of additional lessons scheduled individually. A student is recommended to ESL classes by a class or language teacher.

EFL (English as a First Language) is offered to native speakers of English, students born in English-speaking countries for whom English is one of the first languages and to students whose one of the parents is a native speaker of English. The classes are offered as additional lessons scheduled individually; they are optional and extra paid.

Host Language - Polish

The curriculum is guided by the IBO's Scope and Sequence documents as well as the Polish curriculum documents. Thus, the school carefully takes care of meeting the aims and objectives of both the state system and the international system within the school. Polish, as the host language, is offered as part of the curriculum in two courses: Polish Language and Literature (for Polish students in PYP and MYP) and Polish A – Literature in DP and Polish Language Acquisition (for foreign students at all grade levels in MYP). It is considered and indeed mandated by law that all students attending compulsory school in Poland have the opportunity to learn Polish.

Additional Languages

All students have the opportunity to learn a foreign language at the school. The school currently offers a choice between Spanish, French and German as Language B in MYP and DP and as Language A – Literature courses in DP. Native speakers of other languages are able to study their own mother tongue as DP Language A - Literature SL since ISoB offers it as a school supported self-taught subject. The school supported self-taught option is not considered appropriate for entries of more than five candidates in any Language A: literature standard level. All self-taught candidates for the same language A: literature should follow the same programme of study.

There are course outlines for each language which include suggested content, resources, links with the Areas of Interaction and activities used for assessment. These course outlines are intended to ensure continuity and development of the language courses offered by the school.

Mother Tongue Support

Mother tongue development is central to the development of cognitive skills in children. Students with good mother tongue skills develop good general language skills and therefore skills in English, the school's language of instruction. Recognition and appreciation of students' mother tongues increases their self-esteem, teaching them to take pride in their own language and the culture associated with it. Students learn literacy skills best in their mother tongue and the mother tongue is the language in which they can think most easily. The Mother Tongue Support Programme supports the mother tongue of students whose first language is not English, and its purpose is to help students obtain or maintain fluency in their native language as well as to celebrate and value the student's home cultures. The school makes rooms available for private language lessons and provides facilities.

An effort is made to integrate private language teachers into the school staff, e.g. by inviting them to staff social functions and inviting them to share staff room facilities. Parents are encouraged to support their child as much as possible at home in their mother tongue. The main library may also provide books, CDs etc. in different languages on request. Teachers throughout the school are encouraged to recognize students' mother tongues and home cultures in lessons and school life.

Professional Development

Teachers are encouraged to be pro-active in their professional development. The school's strategic plan incorporates a vigorous policy of staff training and development. All teachers are provided with in-service training to look at school policy documents and at IBO workshops to look specifically at certain programme requirements, principles and methods. All subject teachers and administrators in our school are trained in cultural and linguistic awareness, and in the instructional techniques for working with second-language learners.

MYP Language Requirements at ISoB

Please note that to meet the requirements for the ISoB IB Middle Years Programme Certificate, a student must follow two languages and one of these **must be a Language A**. In Grades 6-10, ISoB offers three language course options and an IB MYP student may have any combination of A or B languages, as long as one language is a Language A.

IB Language Programmes

The IB offers two different language programs, Language and Literature and Language Acquisition. LL is designed to support native (or mother-tongue) speakers and is based on the study of literature; LA is designed for students who are still learning the language and is aimed at mastering the target language.

In Grades 6-10, students usually study **two** languages as Language Acquisition, but if a student's linguistic competence is high enough, they can attend two Language A courses and one Language B course. All non-domestic students are required to take up Polish Language Acquisition course as the language of our host country.

Language choices for students of G6 – G10 are as follows:

- language and literature: Polish, English,
- language acquisition: English, Spanish, French, German, Polish.

Subject Options: Grade 10

To fulfil our holistic approach to learning and to meet the technical requirements of the IB MYP, students must follow at least one course from at least 6 of the 8 subject areas as shown in the IB MYP Curriculum Model.

The Grade 10 subjects must include:

- language and literature,
- language acquisition (or a second language and literature),
- individuals and societies,
- sciences,
- mathematics.

The so called subject group flexibility makes it possible to substitute Art, Design with subjects from the other MYP subject groups in MYP Year 4 and 5.

Completing the Grade 10 MYP Option Form

In order to meet the requirements of the IB MYP and to be eligible to receive the MYP Diploma at the end of Grade 10, students must meet the following course requirements:

- **two** languages - one must be a Language and literature (language A) course (Groups 1 & 2),
- **one** subject from individuals and societies (Group 3),
- **one** science (Group 4),
- **one** mathematics course (Group 5),
- **two** elective subjects (Group 6 & 7),
- all students will take physical and health education (Group 8).

To obtain MYP Diploma or MYP Certificate, a student must participate in the MYP e-assessment.

E-assessment is a **formal recognition of students' achievements** which takes place in MYP Year 5 (G10). It results in awarding a student with a **MYP Certificate**.

It is totally optional and extra payable by candidates.

To be eligible for the award of the IB MYP certificate, a student needs to meet the following requirements:

- prepare e-portfolios on the following subjects: a language acquisition course and a selected subject from among arts, design, PHE; e-portfolios are prepared over the last year of the MYP and they are internally marked and externally moderated,
- take externally marked on-screen examinations (language and literature, individuals and societies, math, science, interdisciplinary) in Grade 10,

- accomplish the requirements of the Personal Project and community service.

Prohibitions

A candidate cannot register for:

- the same discipline, interdisciplinary on-screen examination or personal project more than once (in different response languages) in the same session,
- the same language for language and literature, and language acquisition,
- different levels of the same language acquisition subject,
- mathematics and extended mathematics in the same session,
- in addition, the following conditions must be satisfied,
- all candidates must be registered for the personal project,
- any results achieved for a course registration cannot subsequently contribute to the award of the IB MYP certificate in a later session,
- a candidate has a maximum of three sessions to obtain the IB MYP certificate: certificate, retake, retake.

Candidate registration fee

1. The candidate registration fee is paid once for each candidate registered for a particular examination session. The same fee is paid for each candidate, regardless of a candidate's registration category.
2. The fee is charged for each candidate registered for the session at the first registration deadline. The fee will not be refunded if a candidate is withdrawn after the first registration deadline.
3. The fee increases for registrations after the first registration deadline and is significantly higher for registrations after the second registration deadline.

Discipline fee

1. The discipline fee is paid for each discipline registered for an individual candidate, regardless of the date that the discipline is registered.
2. The fee is charged for each discipline registered for the session at the first registration deadline. If a candidate withdraws from a discipline between the first and second registration deadline, the discipline fee will be credited back to the school. Credit will not be given if the discipline is withdrawn after the second registration deadline.

Homework

Homework is a necessary adjunct to classroom teaching, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance.

Homework assignments are given to prepare students for the next lesson or to offer students the opportunity to practice newly acquired skills. **Homework assignments are developed in keeping with the IB MYP framework and serve an important purpose in developing students' ATL skills and personal responsibility within the IB MYP and beyond, especially for the IB DP programme and further studying at the university of choice.**

Parents are encouraged to assist in monitoring student progress toward the completion of the assignments and to support and encourage their children but should not do the students' work

for them. Parents can be most helpful to their children by providing a routine time and a place that is conducive to undisturbed study. Students can seek help in developing more effective study skills from their teachers.

It can be assumed that students will always be required to be reading set texts in preparation for lessons and reading around all of their subjects as a matter of course. Students are also expected to proofread all written tasks. Getting work done on time requires careful planning, organization, determination and self-discipline. These qualities are important in the later working-careers of students and in their personal lives.

To promote the habit of punctuality, our policy is that:

- school breaks and vacations are recovery periods for students, apart from ongoing assignments (e.g. reading or long-term experiments),
- in Grade 10, students are expected to be working on their Personal Projects,
- **students are responsible for finding out about any and all missed assignments.** All missing assignments must be made up for. Assignments due during an absence should be submitted during the first lesson upon return. Any work assigned during an absence is due on the regular deadline unless prior arrangements have been made with the teacher,
- if a student is present in class when a test or quiz is announced, the student is expected to take the test or quiz on the day of his or her return to school. **During summative assessment weeks a student's presence is obligatory.** Special arrangements for exams will only occur due to sickness or bereavement,
- any assignments due the day of a field trip must be submitted within its deadline,
- **students and parents are obliged to check the ManageBac regularly for homework and tasks information as well as for behavior comments, attendance and absenteeism justification.**

IB MYP Assessment and Criteria

At ISoB we recognize that students learn in different ways, and in keeping with a holistic view of education, we think it is important to provide a variety of different ways for students to demonstrate what they have learned. This is the guiding principle of MYP assessment.

The program provides teachers with a structure for assessment based on fixed objectives. Criteria are adjusted by the IB to the subject specific levels of achievement in a specific grade.

Assessment in the IB MYP at ISoB is

1. Varied in approach

Students should be assessed in a variety of different ways: written assignments, quizzes oral presentations, field work, practical work, role-play, debates, exhibitions, performance, tests and examinations, research papers, peer and self-assessment.

2. Formative as well as summative

Formative assessment means that students develop their skills through minor or more complicated tasks which lead up to a major final unit task. They will be given assessed feedback on their work to help them improve it. They will also be involved in this assessment, perhaps through assessing their peers or even themselves.

3. Criterion-related, not deficit-based

Assessment will not be based on “how many questions can a student answer?” or “what percentage have they achieved?” but rather “what skills have they learned?” or “what level of understanding can they demonstrate?”

Assessment is criteria-related, so that students are assessed against published, agreed learning objectives. These learning objectives are published for each subject and each grade level, and are available to parents and students with the tasks on the ManageBac. The subject criteria for all grades are based on the learning objectives mandated by the IB.

Assessment should be on-going and reflective, allowing the students to evaluate their progress and set targets for improvement; and for the school to evaluate the measure of success in meeting specific learning objectives.

Summary of the Specific-Subject Assessment Criteria

| Subject | Criterion A | Criterion B | Criterion C | Criterion D |
|--------------------------------------|---------------------------|--------------------------|---------------------------|--------------------------------------|
| | (max 8) | (max 8) | (max 8) | (max 8) |
| <i>Language and literature</i> | Analysing | Organizing | Producing text | Using language |
| <i>Language acquisition</i> | Listening | Reading | Speaking | Writing |
| <i>Individuals and societies</i> | Knowing and understanding | Investigating | Communicating | Thinking critically |
| <i>Sciences</i> | Using knowledge | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |
| <i>Mathematics</i> | Using knowledge | Inquiring | Communicating | Reflecting |
| <i>Arts</i> | Using knowledge | Developing skills | Thinking creatively | Responding |
| <i>Physical and health education</i> | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |
| <i>Design</i> | Inquiring and analysing | Developing ideas | Creating the solution | Evaluating |
| <i>Personal project</i> | Inquiring | Planning | Evaluating | Communicating |

Assessment Policy

At International School of Bydgoszcz we believe that the most important aim of MYP assessment is to support and encourage student learning. This means that information on student performance is gathered and analysed and provide feedback to students to help them improve their performance. It also means that students must be involved in evaluating their own progress using self-assessment and reflection. In doing so, they should develop wider critical-thinking and self-assessment skills.

What is assessment like?

Assessment in MYP:

- is integral with planning, teaching and learning,
- is clear to students and parents,
- reflects the taught curriculum,
- matches the learning objectives,
- meets prescribed MYP criteria.

Why do we assess?

We assess to:

- recognize differences in learning styles,
- diagnose learning difficulties,
- extend the student's learning,
- encourage self-reflection,
- reward achievement,
- help evaluate accuracy of courses,
- generate sufficient data for providing accurate feedback.

What are the types of assessment?

Types of assessment:

- summative – it sums up the work in a unit, semester or year; **it has to take place at school and it can encompass more than 1 criterion,**
- formative – it is ongoing and provides evidence of and for progression in learning and also diagnoses students' existing knowledge; **formative tasks receive teachers' descriptive feedback based on the achievement levels specified for each criterion,**
- self-assessment and peer-assessment – encourage students to take responsibility for their own learning and can constitute a part of the formative assessment.

IB grading should not be treated as equivalent of Polish marks.

Selected examples of what can be assessed:

- lab reports,
- essays,
- presentations,
- group work,
- creative writing,
- end of unit/end of term test,
- classwork or homework,
- speaking proficiency and writing proficiency,
- student's performance in physical activity,
- reading comprehension,
- projects,
- quizzes,
- fieldwork,
- tests,
- papers, reports.

The rules concerning forms of assessing students' progress:

- **students do not have to be informed about the formative assessment,**

- Summative Assessment Week schedule is announced at the beginning of the school year in the ManageBac and School Calendar,
- teachers are obliged to provide regular and ongoing feedback of students' progress (formative assessment) and achievement levels (summative assessment) within the ten working days with the exception of unexpected justified absence of the teacher (sick leave) or school events/holidays during which classes are cancelled,
- students have the right to inform the teacher they are unprepared for the class once a semester (if there is only one hour of the class per week) and twice a semester (if there are at least two hours of the class per week). **This rule does not refer to any forms of assessment.** Being unprepared does not relieve a student from active class participation,
- since we are not obliged to follow Polish curriculum, ISoB is not required to inform parents about the potential failing grades a month prior to the end of the semester/school year. Predicted grades are issued in accordance with the school calendar dates, publicly available at the school's website,
- **the grade 'fail' (0) can be given for dishonest work. Failing grades /0 marks are given for the violation of the academic honesty policy** (please refer to the Academic Honesty Policy).

No Grade issued (applies to both formative and summative assessment)

Absent student will receive an N/A in the ManageBac (denoting No Grade issued as the work was not handed in). N/A marking affects a student's final subject grade and reflects his behaviour grade (as it depicts a student's attitude toward the subject).

0 points will be given for work not submitted during assessment or by the deadline (in case of projects) or if the work doesn't meet the requirements of the criterion.

How do we assess?

We assess:

- against IB criteria for each particular stage of learning,
- at least two times against each criterion per year,
- based on task specific description and criteria given beforehand,
- Service as Action projects are assessed at the end of each school year (criteria in "Handbook for Service as Action International School of Bydgoszcz. Learning expectations for service 2021/2022").

How do we report and record assessment?

We report and record assessment:

- after each task students receive written feedback on the ManageBac,
- all student's work is gathered by subject teacher and can be analyzed by parents during teacher-parent meetings,
- at the end of each semester parents receive progress report about performance of their children on each subject.

Students have the right to rest during holiday breaks. It is not allowed to give them any homework for the time off school. This rule does not apply to ongoing assignments/projects, etc. given long before the holiday break.

Awarding Grades

All criteria in all subjects are assessed according to achievement levels from 0 to 8 (summative assessment).

For each assessment criterion within each subject, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0. The descriptors concentrate on positive achievement, although difficulty to achieve may be included in the description for the lower levels. Each criterion describes a student's strengths and weakness, facilitating an awareness of where to feel confident or where to strive for better results.

IB MYP Overall Levels of Achievement (granted for the 1st semester and at the end of the school year on the basis of all summative tasks in a subject)

For each subject, there are assessment criteria that describe a specific level of achievement. Below is a generic explanation of each level. The descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

| | |
|---------|---|
| Grade 7 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality. |
| Grade 6 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight. |
| Grade 5 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight. |
| Grade 4 | A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation. |
| Grade 3 | Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support. |
| Grade 2 | Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support. |
| Grade 1 | Minimal achievement in terms of the objectives. |

Note: **Descriptors should not be considered as marks or percentages.** It should not be assumed that there are other arithmetical relationships; for example, a level 2 performance is not necessarily twice as good as a level 1 performance.

A student who attains a particular achievement level in relation to one criterion will not necessarily attain similar achievement levels in relation to the others.

IB and Polish grades

As we need to issue the Polish certificate at the end of the School Year, we use the following chart to convert the MYP semester and final grades to Polish ones. The conversion table is as follows:

| IB Semester or Final grade | Polish grade |
|----------------------------|--------------|
| 1 | 1 |
| 2 | 1 |
| 3 | 2 |
| 4 | 3 |
| 5 | 4 |
| 6 | 5 |
| 7 | 6 |

Due to the English language level discrepancies between International Baccalaureate programme and Polish curriculum, the grade conversion differs from other subjects and is more favourable for students requesting the issuance of Polish certificates. The conversion table for both English A and B is as follows:

| IB Semester or Final grade | Polish grade |
|----------------------------|--------------|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| 4 | 4 |
| 5 | 5 |
| 6 | 6 |
| 7 | 6 |

A student graduates:

- if he/she obtains positive grades in all the subjects in the final year and also in all the compulsory subjects he/she has had in the previous years (the first passing IB grade is IB 3),
- in the case of Primary School – if he/she takes the Primary Education exams in the Grade 8 (IB MYP Year 3). The exams are obligatory for Polish students and those international students who wish to receive the Polish certificate.

A student graduates with distinction if he/she achieves an average grade of at least 4,75 (in the scale of 1-6) and a 'very good' or 'excellent' behavior grade (the requirement of the Polish educational system).

Students receive feedback on their performance based on the criteria level descriptors. All four assessment criteria in the subject are covered at least twice in each year. At the end of the semester or the year, teacher analyses the student's achievement levels and uses his/her own professional judgement to award an overall level of achievement for each individual criterion. The criterion levels in the subject are then added together to give a criterion level total for that subject. This total is then converted to an overall level of achievement out of 7 using the IB grade boundary (the process is automatically performed by the ManageBac).

| Overall Level of Achievement | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|------------------------------|-----|-----|-------|-------|-------|-------|-------|
| Boundaries | 1-5 | 6-9 | 10-14 | 15-18 | 19-23 | 24-27 | 28-32 |

Service as Action

The SA portfolios will be checked by student's supervisor and SA Coordinator. Grade 10 students have an individual end-of school year interview with either a homeroom teacher, the SA Coordinator and the MYP Coordinator. During the interviews, the portfolio presented by student is appraised using the criteria in "Handbook for Service as Action International School of Bydgoszcz. Learning expectations for service".

MYP Diploma Requirements and Graduation

To be awarded the ISoB MYP Diploma, a student's second semester final report should demonstrate:

- **at least a 3/7 in each subject area,**
- at least a 3/7 on the Personal Project,
- that the student has met ISoB's expectations for Service as Action,
- **at least 50% +1 lesson attendance at particular subjects (if not met and there is no basis for establishing the grade, an exam on the covered material has to be taken).**

These are also the conditions for promotion from Grade 10 to the IB Diploma Programme. In addition, to meet the entry requirements for chosen courses of study in Grade 11, a student should have:

- a Grade 10 first semester score of 5 or above for each Higher Level subject,
- a Grade 10 first semester score of 4 or above for each Standard Level subject.

If the student has a learning issue, the school may develop an Individualized Learning Plan to modify course objectives. Students on an ILP will also receive a modified MYP report.

Promotion

Promotion from each Grade is not automatic. To be promoted from Grades 6-9, a student's second semester final report should demonstrate:

- **at least a 3/7 in each subject,**
- that the student has met ISoB's expectations for Service as Action,
- **at least 50% +1 lesson attendance at particular subjects (if not met and there is no basis for establishing the grade, an exam on the covered material has to be taken).**

Students who fail to meet these criteria will have their promotion reviewed by the school. The Teachers' Board

makes the final decision.

Examination Regulations for Grade 10 (optional e-assessment)

General

1. When instructed to enter the examination room, students must do so in a quiet and orderly manner.
2. No form of refreshment, except water carried in a re-sealable container, may be taken into the examination room.
3. Students may take to their desk/table only the following items:
 - general stationery (for example, pens, pencils, coloured pencils, an eraser, geometry instruments and a ruler). Pencil cases must be clear (transparent),
 - other materials specified by the school as required for a particular examination (for example, an electronic calculator).
4. The examination supervisor will decide where each student will sit during an examination.
5. Students must remain seated until permission is given to leave the examination room.
6. The instructions of the examination supervisor must be obeyed. The examination supervisor has the right to expel from the examination room any student whose behaviour is interfering with the proper conduct of the examinations.

Late arrivals

No additional time will be allowed for students arriving late for the examination. Temporary absence

During a temporary absence, a student must not take any material out of the examination room, have access to material during the absence, or return with any material.

Malpractice

During the examination, and at other times specified by the examination supervisor, a student must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in no grade being awarded for the examination.

If a student finds that he or she has accidentally taken unauthorized material (papers, books, notes of any kind) into an examination, this material must be given to the examination supervisor immediately. Failure to do so may lead to no grade being awarded for the examination.

Early departures

Students will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour 15 minutes, students will not be allowed to leave during the examination.

If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return.

End of the examination

No examination materials – examination papers, answer papers, rough working – may be taken out of the examination hall.

Students must leave the examination room in a quiet and orderly manner.

Do not leave the room until you are told to do so by the examination supervisor.

Assessment: FAQ

Why does ISoB use a 7-1 scale?

We do so to be consistent. We are an International Baccalaureate school, and our scale is an adaptation of the IB 7 point scale used in the IB MYP and the IB DP. Our own assessment principles also require that

students' performances be compared to agreed standards and criteria.

Each level on the 7-1 scale has a set of statements describing the quality of work required (descriptors). Each subject also uses individual criteria that may vary in their value. Through the use of grade boundaries, at the end of each semester, a general achievement level out of 7 is calculated for each subject.

How do I convert a 7-1 grade to an 1-6 Polish grade?

There is no direct universally-accepted conversion, although ISoB does provide clear guidance and support to students entering schools or colleges that use the 1-6 grading system. To know what a 7 – 1 grade means, please read the descriptor.

Re-take and re-placement examinations and appealing against the semester/final grade

§ 1

1. Students who cannot be assessed (at the end of semester I or the end of the school year) because of excusable absenteeism have the right to take a re-placement examination.
2. Students who cannot be assessed (at the end of semester I or the end of the school year) because of inexcusable absenteeism can take a re-placement examination – if the School Board agrees – at the request of the student and/or his/her parents (guardians).
3. The re-placement examination also concerns students who:
 - study individually (on the basis of separate rules),
 - study abroad,
 - wish to qualify to become a student of a higher grade than the student's current certificate states,
 - change the school type or profile
4. The Principal, in agreement with the student and/or his/her parents(guardians) appoint a date for the re-placement examination. If the student, due to unfortunate circumstances, cannot take the exam at the appointed time, he/she has the right to do so at another time agreed with the Principal.
5. The parents' (guardians') presence is allowed during the re-placement exam.
6. The re-placement exam is supervised by the examining board appointed by the Principal. The examining board consists of:
 - the Principal or the Head of Programme
 - the subject, or designated, teacher
7. The re-placement exam consists of both written and oral parts. In the case of Information Technology, Physical Education, the re-placement exam will be practical in form rather than theoretical.
8. After the re-placement exam a report is drawn up. The report includes:
 - the first names and surnames of the teachers who are the members of the examining board,
 - the date of the exam,
 - the exam tasks,
 - the regulations of the exam
9. The student's written exam papers and brief information about the oral part of the re-placement exam will be attached to the report.

§ 2

1. A final 'failed' grade (1) can be changed only as a result of the re-take exam, with the exception of final year students.
2. In exceptional cases the School Board may agree on two re-take exams (on two different subjects) only.
3. The re-take exam is carried out during the last week of the summer holidays. The exact date is settled by the Principal who appoints the examining board which includes:
 - the subject teacher as the examiner,
 - a teacher of the same or similar subject/related subject as a member of the examining board
4. The form teacher has the right to be present during the exam but without the right to make any decisions.
5. The subject teacher can be exempted from membership of the examining board on his/her request. In this case the Principal appoints another teacher of the same subject as the examiner.
6. If the student, due to unfortunate, justified and documented circumstances cannot take the re-take exam, the Principal appoints another time for the re-take exam.
7. After the re-take exam a report is drawn up. It includes members of the examining board, the date of the re-take exam, the student's written work and exam tasks attached.
8. The subject teacher is obliged to prepare, in written form, the range of the material/programme the student has to revise to be well-prepared for the exam.
9. A student who fails the re-take exam cannot advance to a higher grade.
10. Taking into consideration the educational abilities of the elementary and middle school pupils the School Board may allow the pupil, who failed the re-take exam, to continue in a higher form once during any given educational stage.
11. The examining board's decision is final.
12. The examining board's decision can be appealed to the Local Educational Authority (Kuratorium).

§ 3

1. Students and parents (guardians) have the right to appeal the semester or final grade.
2. The appeal must be lodged within 7 days after the end of the semester or the school year.
3. The appeal must be lodged in written form to the Principal.
4. In the case of a final educational or behaviour grade given against the rules, the Principal will appoint an examining board which:
 - carries out a test in a written form and oral form and decides on the semester/final grade (in case of the semester or final educational classes grade),

- in the case of a final behaviour grade – the grade is discussed and the School Board takes a vote on the issue. If the number of votes is equal the chairperson of the board makes the final decision.
5. The date of the test (mentioned in 4 above) is agreed with the student and his/her parents (guardians).
 6. The examining board consists of:
 - in the case of semester/final educational classes grade:
 - the Principal or the Head of Programme as the chairperson
 - the subject teacher
 - two other teachers of the same subject
 - in the case of the final behaviour grade:
 - the Principal or the Head of Programme as the chairperson
 - the form teacher
 - one of the subject teachers working with the class (appointed by the Principal)
 - psychologist (if employed in the school)
 - a representative of the School Students' Council *
 - a representative of the Parents' Board * to present their opinions to the Principal
 7. The subject teacher can be exempted from the membership in the examining board at his/her request. In this case the Principal appoints another teacher of the same subject as the examiner.
 8. The behaviour grade settled by examining board cannot be lower than the previously given grade.
 9. A report documenting the boards' work is drawn up. This report includes:
 - in the case of the semester/final classes grade:
 - members of the board
 - the date of the exam
 - exam tasks
 - the result and the final grade
 - in the case of the final behaviour grade:
 - members of the board
 - the date
 - the result of voting
 - the final behaviour grade and its justification
 10. Students' written work and brief information about oral tasks must be attached to the report.
 11. If the student, due to unfortunate circumstances, cannot write the test at the appointed time he/she can do so in another time agreed with the Principal.

§ 3a

Appeal procedure in case of imposing a penalty on a student

1. The school Principal initiates investigation into an incident and informs the parents and student(s).
2. The Principal enables the student(s) to provide their explanation (orally or in writing), in the presence of the school counsellor, not later than 3 working days of an incident.
3. The student has the right to provide or deny explanations not later than 3 days of the notification of allegations.
4. Having received the students' representatives' and the Parents' Council's opinions, the Principal informs the Teachers' Board about the situation.
5. The Teachers' Board makes a decision about punishing or not punishing the student by way of resolution.
6. The Principal is responsible for the execution of the resolution.
7. On executing the resolution, the Principal informs the student's parents and obliges them to take their stand on the penalty imposed on their child.
8. The parents have the right to appeal the penalty according to the regulations and procedures described in the school statute.

School Rules and Policies

The Code of School Behavior

The Code of School Behavior At The General Education School Complex Of Kazimierz Wielki University International School of Bydgoszcz

International School of Bydgoszcz promotes developing of internationally minded people who, recognizing their common humanity and sharing guardianship of the planet, help to create a better and more peaceful world.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- the rights of all students to learn,
- the rights of teachers to teach,
- the rights of all to be safe.

The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognizes the significance of appropriate and meaningful relationships.

It outlines a consistent standard of behaviour in our school community, inclusive of students, staff and parents. The Code has been created to provide the best possible outcomes for students, recognizing the close relationship between learning, achievement and behaviour.

The school community will use The Code as a basis for providing:

- positive support to promote high standards of achievement and behavior,
- clearly articulated responses and consequences for inappropriate behavior.

All members of the school community are to abide by The Code of School Behaviour in accordance with the following standards:

- **all members of the school community are expected to:**
 - conduct themselves in a lawful, ethical, safe and responsible manner that recognizes and respects the rights of others;
- **students are expected to:**
 - participate actively in the school's educational program,
 - take responsibility for their own behavior and learning,
 - demonstrate respect for themselves, other members of the school community and the school environment,
 - behave in a manner that respects the rights of others, including the right to learn,
 - cooperate with staff and others in authority;

- **parents/care givers are expected to:**
 - show an active interest in their child’s schooling and progress,
 - cooperate with the school to achieve the best outcomes for their child,
 - support school staff in maintaining a safe and respectful learning environment for all students,
 - initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behavior,
 - contribute positively to behavior support plans that concern their child,
 - inform the class teacher if their child will participate in caring activities in the common room before and after lessons;
- **the school is expected to:**
 - provide safe and supportive learning environments,
 - initiate and maintain constructive communication and relationship with students and parents/care givers,
 - promote skills of responsible self-management.

Respect for Self

Students are expected to show respect for one’s self. Each student will aim for high standards of personal health and social responsibility. If students have issues, they are encouraged to discuss these with their teachers, the coordinator or the Principal. We will work together to resolve any issues that may arise.

Respect for Others

Every student attending the International School of Bydgoszcz has the right to do so in a safe, friendly atmosphere. Verbal, physical and sexual harassment or bullying of others will not be tolerated under any circumstances. Any activity that has a negative effect on others will be dealt with according to the severity of the situation.

Respect for Property

Students are expected to respect the privacy and property of other students and the ISoB staff. All texts, equipment, library books and other materials must be cared for and returned when requested. Students are also expected to treat the school grounds and the school building with respect. Littering is strictly forbidden.

All students SHOULD:

- make an honest, consistent effort to do well in all subjects by utilizing their abilities to the maximum extent possible,
- attend all classes, punctually,
- after the break wait for the teacher at the proper classroom according to the school timetable,
- listen and follow the teacher’s commands/directions,
- be within the marked area during the outdoor breaks,
- tidy up the classroom after the lesson and leave it clean,
- prepare for all classes by bringing all required materials and completing all homework assignments,
- be responsible for any work missed in classes as a result of absences due to illness or extra-curricular activities,
- display acceptable hall and classroom behavior and observe all school rules and procedures,
- be active and positive rather than unmotivated and negative,
- respect the rights and be considerate of the feelings of others in the school community by being courteous and responsible in word and deed,
- never participate in the humiliation of other students,

- solve all interpersonal conflicts and difficulties through the use of dialogue, school counselling services or other rational means,
- bring back any things taken from other classrooms.

Students participating in caring activities before and after lessons are expected to join the class immediately.

All students MUST NOT:

- leave the classroom without teacher's permission (if necessary only one person can leave the classroom in a time),
- leave the school building and the school area without the teacher's permission,
- kick or hit others, spit, run, shout or insult others,
- run inside the school building,
- spend the breaks on the stairs,
- throw any objects towards others,
- take somebody else's belongings without the owner's permission,
- use any electrical devices and classroom equipment (computer, projector, screen, etc.) without the teacher's permission and supervision,
- come into the kitchen without a teacher's permission,
- change their seat without the teacher's permission,
- sit on any pieces of furniture, except for chairs, benches and sofas,
- damage or vandalize the plants,
- climb any furniture or windowsills,
- draw on the tables, the walls, the lockers or other pieces of furniture,
- slam the door,
- slide down the handrail of the stairs.

Severe Violation of the School Rules

The following are some behavioural examples that are regarded as severe violations of the ISoB's rules with consequences ranging from warnings to removal from the school in accordance with the severity of the situation:

- violent or threatening behavior including bullying, racial harassment or discrimination,
- vandalism,
- smoking on any part of the school property,
- consuming alcohol and / or illegal drugs,
- setting off a false fire alarm,
- bringing weapons to school.

Consequences for Unacceptable Student Behavior

Consequences are to be applied to:

- provide the opportunity for all students to learn,
- ensure the safety of staff and student,
- assist students who exhibit challenging behavior to accept responsibility for themselves and their actions.

International School of Bydgoszcz uses a range of consequences which include:

- admonition from the Principal,
- written reprimand from the Principal (may be issued without earlier admonition),
- admonition from the form teacher,
- reprimand from the form teacher,
- meeting between the form teacher with the MYP coordinator,
- observation of the class by psychologist/ meeting with parents,
- meeting with Parents, Principal and psychologist,
- lower mark of behavior,
- suspension from the right of taking part in outside the School activities and representing the School outside in the situation when all possible ways of educational influence are used with no result, or when parents do not take up the cooperation with the school – do not fulfil previously accepted arrangements, and the student fails to follow the Statute obligations, School regulations, and generally accepted socio-moral rules, the Principal dismisses the student in accordance with the Teaching Staff resolution,
- the removal of students may be applied in the case of a blatant and gross violation of the School Statute regulations or committing a crime.

The student may be expelled in the case of:

- violating the guidelines of the Statute and School regulations, or disrespecting school duties (by committing plagiarism, cyber-bullying, bullying, social rejection, etc.),
- promoting lifestyles contradictory to the School philosophy,
- distributing or using intoxicants, alcohol, and other harmful substances,
- activities which threaten the good, morality, or safety of other students.

Behavior Grade

The aim of the grading criteria system of behaviour is to recognize to what extent students follow the resolutions as given in The Code of School Behaviour and School Policies.

The propose of the behavior grading system is to:

- inform students about their behavior and the progress in this matter,
- help students plan their development,
- motivate students to self-development,
- inform parents (guardians) and other teachers about the progress and difficulties concerning the behavior and about students' special abilities.

Mark Grid (behaviour)

| | The name of the grade | Abbreviation (Polish) |
|----|-----------------------|-----------------------|
| 6. | Excellent | wz – wzorowe |
| 5. | Very good | bdb – bardzo dobre |
| 4. | Good | db - dobre |
| 3. | Satisfactory | pop - poprawne |
| 2. | Non-satisfactory | ndp - nieodpowiednie |
| 1. | Reprehensible | ng - naganne |

At the beginning of each school year the form teacher informs pupils and parents (guardians) about:

- the behavior grading principles,
- the consequences of the reprehensible behavior grade.

End of semester I and the final behavior grade take into account:

- following the resolution as given in The Code of School Behavior and School Policies,
- a systematic attendance,
- following the rules of cooperation with other students, teachers and school staff,
- respecting all people regardless of their race, skin colour, sex, language, nationality, views and beliefs,
- taking care of common good and order at School,
- acting in a responsible way taking into consideration their own and other people's lives, health and psychophysical and intellectual development.

The behavior grade does not influence in any way the subject grade, the advancement to the next form and graduation (with the exception of the 'reprehensible' grade).

The behavior grade and semester/yearly educational classes' grades are final unless a student or his/her parents (guardians) express their reservation to the teacher, then to the Principal, **if they think that the final behavior grade or a subject grade was given against the rules.**

The maximum mark for the behavior of a student who has not done any Service as Action project in the school year is 'satisfactory'.

The School Board can decide not to allow a student to advance to a higher form or graduate if the student was given a 'reprehensible' behavior grade twice.

A student who was given a 'reprehensible' behavior grade three times does not advance to the higher form, or in case of final form students, does not graduate.

The behavior mark should take into consideration the pupil's overall functioning in the school environment with respect to all the members of the school community and to school facilities.

Form teacher's duty is to acquaint his students and their parents with behaviour grading principles at the beginning of the school year.

Every teacher's and school worker's duty is filling in ManageBac with behavior comments if applicable.

The form teacher establishes a behavior mark basing on aggregated pupil's grades, teachers' opinions and student's self-assessment and peer assessment. The mark is final and cannot be changed if it was given according to the school's regulations.

When a student is going to get a "reprehensible" behavior grade, the form teacher is obliged to inform the parents or legal guardians about it a month before the end of the semester or school year.

Behavior grade does not influence particular subject grades.

Parents or legal guardians are responsible for the students before and after the lesson time.

V. Behavioural grade descriptors

| Grade | Description |
|--------------|---|
| 6 | Never misses classes and is punctual. A desire to excel makes her/him do more work that is required including representing school in many events. Is visibly interested during classes and her/his curiosity is demonstrated through asking questions on the matter. Is always prepared for classes. Demonstrates all of the IB Learner attributes and Approaches to Learning skills. |
| 5 | Misses classes from time to time and is almost always punctual. Shows initiative and desire to do more with a good result from time to time. Is interested during classes on certain topics asking impressive questions. Is almost always prepared for classes. Demonstrates some of the IB Learner attributes and Approaches to Learning skills. |
| 4 | Quite often misses classes and is late rarely. Sometimes shows initiative. Is interested very rarely during classes asking questions exceptionally. Is often prepared for classes. Demonstrates few of the IB Learner attributes and Approaches to Learning skills. |
| 3 | Seldom misses classes and is late. Seldom does more than is required. Participates in classes without enthusiasm and boredom. Is showing no interest in the given matter. Is prepared for classes rarely. Demonstrates very few of the IB Learner attributes and Approaches to Learning skills. |
| 2 | Attends classes very rarely and is late on regular basis. Never does more than is required. Shows boredom during classes and is interested in her/his own matters. Is prepared for classes very rarely. Demonstrates almost none of the IB Learner attributes and Approaches to Learning skills. |
| 1 | Attending classes and punctuality are not a priority. Does not show initiative and interest in any matter. Is not prepared for classes on regular basis because of absences. Demonstrates none of the IB Learner attributes and Approaches to Learning skills. |

Examples of favourable behaviour

Student is:

- taking part in sporting and artistic events (understood as a form of school representation),
- diligently adheres to the rules on a school dress,
- actively participate in a lesson,
- inquirer,
- knowledgeable,
- thinker,
- communicator,
- principled,
- open-minded,
- caring,
- risk-taker,
- balanced,
- being reflective,
- contributes to the school and class (organizing or helping with school events, decorations, etc.), other than S&A,
- demonstrates impeccable manners,
- demonstrates exemplary attendance (lack of unexcused hours, lack of remarks on being late),
- demonstrates conscientious fulfilment of obligations (effective execution of a function in the class/ school council, duties, etc.).

Examples of unfavourable behaviour

Student is:

- playing truant,
- absent without any excuse,
- late (each lesson),
- using abusive language, gestures and comments,
- leaving the school premises during the lessons and breaks without permission,
- not following the rules during school outings and trips,
- getting admonition or reprimand notes written in the ManageBac,
- using technology and electronic devices inappropriately (the cell phones, audio devices, cameras and voice recorders, etc.) during the lessons and breaks without teacher's permission,
- using mobiles or social network websites and other available internet features to abuse, threaten and harass school staff members, teachers and students,
- notorious in not being prepared for the class (e.g. no homework or necessary student equipment),

- demonstrating acts of physical and verbal aggression (active participation in a fight or bullying),
- participating passively in a fight,
- vandalizing,
- littering,
- possessing and using any dangerous objects (forbidden by law, posing hazard to people's health and life),
- smoking, drinking alcohol, abusing drugs or substance within and immediately outside the school premises,
- stealing/thieving,
- cheating, plagiarising and forging,
- non – fulfilling any teacher's or school worker's requests or orders,
- dressed inappropriately for school, i.e. in distracting, provocative, eccentric outfit with offensive slogans or symbols.

Bullying and harassment policy

ISoB does not tolerate bullying or harassment. All members of the School community are committed to ensuring a safe, supportive environment, based on the school's values of learning, respect and cooperation.

Parents are actively encouraged to support the policy through:

- discussion of its meaning and implications with their children,
- accepting the School's considered actions when their children are found to be involved in harassment,
- work in partnership with the School toward resolution of these difficulties.

There are many forms of bullying and harassment, including:

- **physical:** hitting, pushing, tripping, spitting on others,
- **verbal:** teasing, using offensive names, ridiculing, spreading rumours,
- **non-verbal:** writing offensive notes or graffiti about others, rude gestures,
- **exclusion:** deliberately excluding others from the group, refusing to sit near someone,
- **extortion:** threatening to take someone's possessions, food or money,
- **cyber bullying:** using information and communication technologies to support deliberate, repeated hostile behaviour.

Procedures for Dealing with Bullying and Harassment

A student being bullied or harassed can deal with the problem as follows:

- tell the person that he/she objects to the behavior, and does not want it repeated,
- report the incident to a member of staff, for example, their form teacher, subject teacher, psychologist, Student Council, MYP Coordinator or the Principal. They will advise on strategies for dealing with the problem,
- if the above fails, a formal complaint should be lodged with the MYP coordinator, Student Council or the Principal.

When a person is made aware that he/she has been bullying someone else, the following procedures apply:

- he/she is encouraged to understand the offence caused by his/her behavior and to cease it immediately (e.g. through discussion with his/her subject teacher, form teacher, psychologist, MYP Coordinator or Principal),
- in absence of a satisfactory response, appropriate disciplinary action, involving the Student Council, MYP coordinator or Principal, is undertaken.

Anti-Cyberbullying Policy¹

Introduction

Cyberbullying can be very damaging to individuals, and disruptive to school life. Though new technology brings incredible opportunities for educators as well as young people, it is crucial that everyone knows how to use this technology responsibly and that policies are in place to support and encourage responsible use.

Scope

This document is aimed at combating cyberbullying. Cyberbullying includes (but is not limited to) communicating via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and/or distress to one or more persons. Cyberbullying includes the use of mobile phones and the internet with the objective of upsetting someone. It may take the form of general insults or impersonation, defamation or prejudice-based bullying.

While this policy addresses issues related to the cyberbullying of students (i.e. situations in which one or more students are the victim(s) of bullying), the policy also applies to teaching and other school staff, parents/guardians, and others insofar as measures under the policy relate to them.

This policy applies to activities and events that take place:

- during school time (including break times),
- going to and from school,
- on school tours/trips,
- during extra-curricular activities.

Furthermore, ISoB reserves the right to take action against bullying perpetrated outside the school which spills over into the school.

Objectives

This policy aims to ensure that:

1. Students, staff and parents know about cyberbullying and its effects.
2. Members of the school community have the knowledge, policies and procedures to prevent and, if necessary, to deal with cyberbullying in school or within the school community.

¹ This draft policy was developed by James Lillis, Consultant Lecturer in Law: Postgraduate Diploma in Education Management, NUI Maynooth, 2013 and provided by Bullying Intervention Group (www.bigaward.org.uk) as an open source document to be used by schools.

3. The school monitors the effectiveness of its procedures and amends them where necessary.

ISoB is committed, to the extent permissible by available resources, to helping members of the school community to enhance their learning experiences through the use of modern technology. The school acknowledges that Information and Communication Technologies can play an important role in supporting learning, but also that they can be misused and can present risks.

The School aims to equip members of the school community with the skills and knowledge needed to use these technologies in a safe and responsible manner and to assisting those that encounter difficulties. The School also recognises that it must be vigilant towards bullying perpetrated outside School which spills over into the School.

ISoB aims to create a caring environment where those in the school community can work and learn without fear of being bullied. ISoB aims to educate and inform its students as to how to use communications technology responsibly and about the serious consequences of cyberbullying and will continue to inform and educate its students in these fast changing areas.

Goals

1. To create a school ethos which encourages students to disclose and discuss incidents of cyberbullying behavior.
2. To raise awareness of cyberbullying as an unacceptable form of behavior with school management, teachers, students, parents/guardians.
3. To ensure that the school's Social, Personal and Health Education programme raises awareness of the factors associated with cyberbullying behavior and develops students' appropriate knowledge, skills and behaviors.
4. To take practical actions to prevent incidents of cyberbullying behavior e.g. to ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation.
5. To develop procedures for reporting and recording incidents of cyberbullying behavior.
6. To develop procedures for investigating and dealing with incidents of cyberbullying behavior.
7. To develop a programme of support for those affected by cyber-bullying behavior and those involved in cyberbullying behavior.
8. To work with, and through, the various local agencies in countering all forms of cyber-bullying and anti-social behavior.

Key Measures

1. The Principal will act, or will appoint a staff member to act, as a Cybersafety Officer, to oversee the practices and procedures outlined in this policy and monitor their effectiveness.
2. The Cybersafety Officer will ensure that the school maintains details of agencies and resources that may assist in preventing and addressing bullying.
3. Staff will be trained to identify signs of cyberbullying and will be helped to keep informed about the technologies that children commonly use.
4. A code of advice will be developed, periodically reviewed and communicated to help students protect themselves from being involved in bullying (as perpetrator or as victim) and to advise them on reporting any incidents.
5. Students will be informed about cyberbullying in the course of their education at the School.
6. Students and staff are expected to comply with the school's policy on the use of computers in the School.
7. Parents will be provided with information and advice on cyberbullying.

Definition of Cyber-Bullying

Cyberbullying is aggression conducted by an individual or a group against others - such aggressive behaviour being committed via electronic means or via exclusion from electronic communities or interactions.

Cyberbullying includes (but is not limited to) the communicating via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and/or distress to one or more persons. Cyberbullying includes is the use of mobile phones and the internet with the objective of upsetting someone. It may take the form of general insults or impersonation, defamation or prejudice-based bullying.

Types of behavior involved

These guidelines provide assistance in identifying and describing the types of behavior involved in cyber-bullying. The means of cyber-bullying are constantly changing and the following list of types of bullying behavior can be expanded in light of the experience of the school community:

Hate sites:

- building websites that are dedicated to making fun out of someone,
- encouraging other people to join the bullying by publishing someone's personal details or linking to their social network page.

Abusive messages:

- transmitting abusive and/or threatening messages.

Chat rooms and discussion forums:

- posting cruel and/or or abusive comments about someone.

Mobile phone:

- sending humiliating and abusive video, photographic or text images/messages,
- making silent or abusive phone calls,
- sending abusive text messages.

Interactive gaming:

- locking victims out of games,
- spreading false rumors about someone,
- hacking into someone's account.

Sending viruses:

- sending hacking programs to another person,
- unauthorized interference with a computer device.

Abusing personal information:

- transmitting personal photos, videos or emails.

Blogs:

- posting blogs where others could see them without the owner of the blog's permission.

Prevention and Response:

- the school informs students about cyber bullying and also takes available steps to counter and respond to it.

The following measures represent the core of the School's anti cyber-bullying activities:

- a positive school culture and climate,
- school-wide approach,
- effective leadership,
- a shared understanding of what bullying is and its impact,
- anti-bullying policies,
- consistent recording of reported bullying behavior,

- education and training,
- prevention strategies including awareness raising,
- intervention strategies.

ISoB trains its staff to respond effectively to reports of cyber-bullying or harassment and has systems in place to respond to it.

ISoB schools record all reported incidents of bullying behavior including anonymous bullying reports.

ISoB provides information on cyber-bullying to all members of the school community.

ISoB engages prevention and awareness raising measures and implements strategies to engage students in addressing problems when they see them.

ISoB is a “telling school”. If a member of the school community “speaks out” and reports an incident of cyber-bullying appropriate action will be taken.

ISoB endeavors to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the Internet in the Computer Room, or any other location within the school which may from time to time be used for such work, without a member of staff present.

Whilst education and guidance remain at the center of what we do, ISoB reserves the right to take disciplinary action (up to and including suspension and expulsion) against those who take part in cyber-bullying.

ISoB supports victims and, when necessary, will work with proper agencies/institutions to identify those involved in criminal acts and to support victims.

ISoB will use, as appropriate, the full range of sanctions to correct, punish or remove pupils who bully fellow pupils or harass staff in this way, both inside and outside the school.

All members of the School community are aware they have a duty to bring to the attention of the Principal any example of cyberbullying or harassment that they know about or suspect.

Academic Honesty Policy

Purpose - Why do we need an academic honesty policy?

The IB Academic Honesty Policy of ISoB for the Middle Years Programme is based on the general philosophy of the International Baccalaureate and considers ethical qualities of paramount importance. It is intended to form the guidelines for the whole school community: students, teachers, administrators, and parents. Thanks to academic honesty students show respect for others and their work, and the whole school community (**IBO. Academic integrity. IBO, Cardiff, 2019, p. 5**).

The IB Learner profile aims to create students who are **reflective thinkers**, who are **inquisitive** and **open-minded**. But first of all IB students must be **PRINCIPLED**.

Thinker – “We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.”

Inquirer – “We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.”

Open-minded – “We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.”

Reflective – “We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.”

Principled - “We act with integrity and honesty, 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.”

(IBO. IB learner profile. IBO, Cardiff, August 2013)

We need an academic honesty policy to promote personal integrity and good practice in teaching, learning and assessment. It is important to develop approaches to teaching and learning like self-management, and social, communication, thinking and research skills. Having a clear academic honesty policy helps to maintain fairness, trust, and credibility, and develops respect for others.

In view of the fact that academic honesty tends to be affected by such external factors as peer pressure, family, and cultural background, it is essential that learners understand the basic meaning of relevant concepts, especially those of authenticity and intellectual property. However, it is also important to note that there is more to academic honesty than original authorship and ownership of creative material: it also relates to proper conduct in written examinations, tests or quizzes. It is reflected in all types of work submitted by the student for assessment, as well as in ethical work in and outside of the classroom.

In short, IB defines academic honesty as “making knowledge, understanding and thinking transparent” **(IBO. Academic honesty in the IB educational context. IBO, Cardiff, 2014).**

Definitions - What is academic honesty?

Academic honesty is a set of values and skills which reflect principled actions, personal integrity and good practice in acknowledging the ideas of other people.

The most commonly used terms, in relation to Academic Honesty, are intellectual property, proper conduct, and authenticity.

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 behaviour in the production of legitimate, authentic and honest scholarly work”. **(Academic integrity, 3).**

Intellectual property – There are a wide range of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyrights. Students must be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law. The faculty of the school should make every effort to prevent students from intellectual property infringement.

Proper conduct – Good academic conduct reflects the values which underpin academic life, such as:

- honesty,
- integrity,
- a shared community of ideas and respect for others’ work.

When students work on tasks, they will be expected to draw on the work of others, and they will gain higher marks for doing so. ISoB expects the students to be scrupulously honest about where ideas have come from.

Authenticity – According to IBO: “An authentic piece of work is one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate’s own language, expression and ideas. Where the ideas or work of another person are represented within a candidate’s work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged. (Academic Honesty, 2)

Definitions - What is academic misconduct?

The IBO regulations define malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component. (Academic Honesty, 3) Academic misconduct also refers to breaching the good practice of providing authentic work and is commonly referred to as cheating. “Results cannot be fair if some students have had an unreasonable advantage over others”. (**Academic integrity, 1**).

“When a student seeks and receives assistance from others such as teachers, peer students and parents, beyond what is recommended in the subject guidelines during the completion of a piece of work, that student is receiving assistance that, in the first place, not everyone has at their disposal. This also affects the assessment process since the work is not entirely produced by the student in question. As stated before in this document, the assessment process can only be fair if it truly and effectively reflects the genuine and authentic effort of the student, and not the work of those who helped in the process of creating that piece of work” (Academic integrity, 23).

Malpractice includes:

- **plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate’s own. ISoB identifies a case of plagiarism if it is at least 40 words from another text or more than one visual source (map, table, picture, recording etc.) are not credited. “(...) plagiarism varies greatly and can stretch from word-for-word, or verbatim copying, to poor paraphrasing attempts through simple word substitution” (Academic integrity, 46). “Plagiarism even occurs when students memorize text and then reproduce it in written or oral examinations or when a source is translated and used in the target language of the assessment” (Academic integrity, 46-47),
- **collusion:** this is defined as supporting malpractice by another candidate,
- **duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements,
- taking work from the Internet, including websites offering “finished pieces of work in exchange for another”. Both the individuals responsible for uploading the work and the individuals who copy it are guilty of academic dishonesty (Academic integrity, 23),
- “Submitting work commissioned, edited by, or obtained from a third party” (Academic integrity, 32),
- falsifying a SA/CAS record,
- taking unauthorized material into an examination/test room, such as a cell/mobile phone, written notes, rough notes, or an electronic device other than a permitted calculator) - “regardless of intent or if the material is used” (Academic integrity, 24),
- leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination/ test,
- misconduct during an examination or test, including any attempt to disrupt the examination or distract another candidate,

- exchanging information or in any way supporting the passing on of information to another student about the content of an examination or test,
- failing to comply with the instructions of the teacher/invigilator or other member of the school's staff responsible for running the examination/test,
- impersonating another candidate,
- stealing examination or test papers,
- obtaining and sharing "examination materials...(i.e) live examination content or coursework that has reached the internet through fraudulent practices" (Academic integrity, 23),
- using an unauthorized calculator during an examination or test, or using a calculator when one is not permitted for the examination or test paper,
- "Behaviour that may disadvantage another student is also regarded as academic misconduct" (Academic integrity, 23),
- "writing offensive or obscene and/or irrelevant comments" on an examination/test paper (Academic integrity, 23),
- "assisting other students in the same or a different school to commit academic misconduct also represents a serious offence" (Academic integrity, 23),
- "Inclusion of inappropriate, offensive, or obscene material" in submitted work (Academic integrity, 33),
- "Failing to report an incident of academic misconduct" (Academic integrity, 34),
- disturbing an academic misconduct investigation in any way (Academic integrity, 35-36),
- irresponsible use of social media, which can leave a digital footprint and risk materials becoming public (e.g. sharing exam papers/assessments in groups on social media platforms),
- "Forgery or falsification of IB grades or certificates" (Academic integrity, 36).

School action - How does the school enforce its academic honesty policy?

ISoB works toward strengthening the integrity of its students by implementing a unified policy which includes strengthening good practices and supporting the students, as well as setting up rules for the consequences should the AH policy be breached.

During the IB investigation of an incident of academic misconduct in school, the school administration will support the process. "All individuals under investigation will be given the opportunity to present a written statement where they can document their version of events. If a student is the subject of an investigation, the school must ensure that adequate support is given, such as inviting parents or legal guardians to the interviews needed to complete the investigation" (Academic integrity, 19).

Strengthening good practices

The whole school community works toward supporting students with understanding what Academic Honesty is and how to implement it in their work.

Teachers – How do the teachers support AH policy?

All subject areas must contribute to the development of academic honesty. Therefore, each teacher is responsible for helping students gain the skills necessary to complete assigned summative tasks. Necessary skills may include, but are not limited to:

- conducting research,
- writing academically so as to fulfill the expectation of authentic authorship,
- acknowledging sources through the use of citations,
- working collaboratively,
- establishing timelines so work can be proof-read and edited by knowledgeable sources prior to the assessment submission deadlines,
- it is forbidden for teachers (or other individuals) “to prepare a template to ensure that all candidates follow a clear pattern or model to complete a task” (Academic integrity, 29).

These skills can be promoted in a variety of ways, including, but not limited to:

- thorough assessment explanations including preferred citation formats,
- informal reminders,
- providing a list of conventions for acknowledging sources,
- highlighting the importance of academic honesty and explaining the risks of violating it in the context of each subject,
- supporting students in preparing work for assessments to ensure they comply with relevant requirements,
- *if in the process of preparing work for assessment the teacher suspects plagiarism or collusion, drawing students’ attention to the risk of violating academic honesty,*
- direct instruction about research steps and citation procedures,
- checking students’ work for authenticity before submission for assessment.

Students – How do the students exhibit Academic Honesty?

How can students avoid committing plagiarism?

- read and understand their school’s academic integrity and honesty policy,
- design time schedules or plans to manage tasks sensibly,
- maintain organized notes, including sources consulted during the production of work,
- seek guidance and support from their teachers or tutors when doubts arise about referencing,
- cite sources by making clear which words, ideas, images and other materials are from other sources, including maps, charts, musical compositions, films, computer source codes and any other material,
- give credit for copied, adapted, paraphrased and translated materials from others,
- make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with the teacher or tutor” (Academic integrity, 47).

Students are expected to:

- have a full understanding of their school's and the IB's policies,
- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators,
- respond to acts of school maladministration and report them to their teachers and/or programme coordinators,
- 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 artistic products,
- 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,
- show a responsible use of the internet and associated social media platforms" (Academic integrity, 16).

GIVING CREDIT

Each student is responsible for ensuring that all work submitted for assessment is in compliance with the Academic Honesty Policy requirements. Every time students prepare work, they need to acknowledge "the sources of information that were used and the help they have received from third parties during the process. In collaborative projects, they must exhibit balanced behaviour by recognizing the collaboration of other team members and granting fair recognition of their participation" (Academic integrity, 15).

CLARIFICATION

If, at any point, a student is concerned that his/her behavior may be interpreted as malpractice, he/she needs to seek clarification regarding academic honesty expectations. Attempts to gain clarification prior to submission of work will never be penalized, as this demonstrates the student's desire to act in a principled manner and serves as a learning opportunity. Therefore, students should feel comfortable asking for clarification and remember that all questions concerning academic honesty are welcomed.

PRINCIPLED ACTION

1. REPORTING

Students who may know of a potential act of academic dishonesty, or of an act that has already occurred, are required to report it to a teacher immediately. Students who report these incidents are maintaining policy, acting with integrity, and helping their peers see the importance of academic

honesty. The names of students who bring forth information regarding situations of academic dishonesty will remain confidential.

2. ACCEPTING CONSEQUENCES

Students “must bear the consequences if they submit work for assessment that is not their own, regardless of whether the plagiarism was deliberate or the result of poor research skills” (Academic Honesty, 12). It is our hope to avoid situations of malpractice, but should a situation arise, we expect students to cooperate with staff, take responsibility for their actions, and use the experience as a learning opportunity for the future.

Families/Guardians – How do the families support the AH policy?

Families are expected to support the school’s Academic Honesty Policy. Therefore, it is essential that, when requested, families come to meetings to discuss the academic honesty of their children. Furthermore, they are requested to “report any potential cases of student misconduct or school maladministration to the school’s directorate and/or the IB” (Academic integrity, 18). Families can also encourage academic honesty by helping students understand the expectations, thereby preventing malpractice.

| Good ideas for helping your child (examples) | Bad ideas for helping your child (examples) |
|--|---|
| <ul style="list-style-type: none"> - explaining what is academic honesty - what is right and what is not (based on IB and the school’s internal policies and procedures), - giving suggestions on how to work on the project - e.g. where the student should look for sources to help complete a task, - asking the student if she/he is sure what to do to meet all the outcomes for the task. - supporting your child “in planning a manageable workload” so she/he “can allocate time effectively” (Academic integrity, 17) | <ul style="list-style-type: none"> • correcting your child’s work, • asking another adult (e.g.. a private teacher) to help in doing a project, homework, or an assignment, • advising your child to copy work from the Internet or to consult with another student. |

Central record of incidents

The school maintains a central record of incidents of academic dishonesty, which contains: the names of students involved, descriptions of the incidents, and the consequences which the students had to face. Each case will be treated individually, but this document will help to provide an overview of problems with specific students.

Students' rights when accused of academic dishonesty:

1. Students have the right to explain all their actions.
2. Students have the right to request the presence of their parents during discussions about the incident.
3. Students have the right to request the presence of other witnesses (e.g. classmates) during discussions about the incident.
4. Students have the right to ask for the MYP coordinator's presence **Consequences of academic misconduct.**

In the case of a violation of AH policy, the relevant subject teacher may consider lowering the final subject grade. Each incident will be recorded in the central records. The teacher needs to inform the school administration and parents/ guardians about the situation.

Should a breach of the Academic Honesty policy be detected, the following procedures will take place:

– in the first instance of misconduct:

- warning letter to the student,
- a meeting for parents/guardians, relevant teachers, the MYP Coordinator, and the student takes place to make sure the student understands his actions and the consequences if the AH policy is breached again,
- the submitted work receives N/A status and a note recording the offence is placed in the student's school documents,
- parents receive the copy of the minutes from the meeting,
- the offense results in lowering the student's behaviour grade by one mark,
- the DP coordinator is notified in the case of G10 students,
- a "no grade for parallel subject" penalty can be applied to ISoB students whose misconduct benefits another student rather than themselves).

– in the second instance of misconduct:

- a meeting of parents/guardians, teachers, the MYP Coordinator, the student, and the Principal takes place to make sure the student understands his actions and the consequences if the AH policy is breached again,
- the work receives 0 points and a note recording the second offence is placed in the student's school documents. -The student receives a written reprimand from the Principal,
- the offense results in the student's behaviour grade being lowered to unsatisfactory.

– in the third instance of misconduct:

- the student faces expulsion from school.

Actions which will be taken by the school/IBO in instances of student misconduct during DP examinations

1.(...) The school's Diploma Programme coordinator must inform the IB Organization if he or she identifies any malpractice (for example, plagiarism) in relation to a candidate's work after the candidate has signed

the cover sheet to the effect that it is his or her own work and constitutes the final version of that work. In such cases, or when an examiner or the IB Organization suspects malpractice, the school will be required to conduct an investigation and provide the IB Organization with relevant documentation concerning the case. If questions arise about the authenticity of a candidate's work before the cover sheet has been signed, that is, before the work has reached its final stage, the situation must be resolved within the school.

2. Candidates suspected of malpractice will be invited, through the coordinator, to present a written explanation or defence.
3. Cases of suspected malpractice will be presented to the final award committee. After reviewing all evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it, or ask for further investigations to be made.
4. If the final award committee deems evidence of malpractice insufficient, the allegation will be dismissed and a grade will be awarded in the normal way.
5. If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. No IB diploma will be awarded to the candidate, but a certificate will be awarded for other subject(s) in which no malpractice has occurred. The candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established.
6. If a case of malpractice is very serious, the final award committee is entitled to decide that the candidate will not be permitted to register for any future examination session.
7. If the candidate has already been found guilty of malpractice in a previous session this will normally lead to disqualification from participation in any future examination session.
8. An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established (...)"

(‘General regulations: Diploma Programme’, IBO, March 2011)

Mobile Phone Policy of International School of Bydgoszcz

In ISoB, we believe in encouraging open-minded, tolerant behaviour in our students along with developing social and communicative skills. In order to develop these skills, we believe that using mobile phones during the break is not appropriate as this is a solitary activity, the excessive use of which significantly handicaps social relationships. **We strongly recommend that the students socialize with their peers and talk to them instead of playing on the phones.**

1. It is not allowed to use electronic gadgets on the school premises to tease, bully, record or take photos of others without their permission.
2. All material recorded on the school premises cannot be used on social media without authorization of the principal or coordinators.
3. During lesson time, mobile phones can be used for educational purposes at the discretion of teachers.
4. The school recommends that special parental control applications be installed on their child's phone to control the content visited in the Internet. The school does not take responsibility for what webpages students visit outside the classroom.

5. The school does not take responsibility for lost or damaged equipment which is brought to school.
6. Teachers have the right to confiscate a phone till the end of the school day in case of its misuse.
7. The consequences for misusing mobile phones during school hours range from behaviour notes put on the ManageBac to lowering the behaviour grade.

On school trips, mobile phones are allowed at the discretion of the supervising teachers (depending on the circumstances and the students' conduct).

Clothes Policy

Students must be neatly dressed in clothing appropriate for a multi-cultural, international, school environment. Clothing must not detract from the school being a serious learning environment.

We want students to take responsibility for dressing for school while maintaining autonomy.

We do not intend to introduce a mandatory uniform. The school administration is the final arbiter of what is "appropriate."

We use the following as guidelines:

- clothes must cover underwear, including when sitting,
- clothes must cover the torso (including, e.g. midriff, cleavage),
- students must wear safe footwear,
- students must not have exposed tattoos or body piercing (discreet jewelry and piercing accepted),
- clothing must not be see-through,
- clothing must not contain offensive images or words.

Consequences

Students who are not dressed according to the code will be asked to change into more appropriate attire or cover unacceptable clothing. On a subsequent occasion parents may be invited in to discuss the situation and the usual disciplinary procedures will follow.

Attendance Policy

A premium is placed on regular attendance. While it is often true that travel can be an educationally broadening experience for young people, it is difficult to reconcile travel during the school year with the demands of our academic program. The educational process includes participation in class. **Parents must understand that the burden shall be on the student to make up all work missed while absent from school.** Class activities and presentations often cannot be made up, neither is a student's absence during the summative assessment week (which must take place at school). This may have an academic impact on even the best students. There are three types of student absences:

- 1) **Excused Absence:** These are absences for personal illness or quarantine, as documented in a note from parent or physician; medical or dental care that cannot be scheduled after school hours; certain religious holidays; or death in the immediate family. Parents are obliged to submit a valid justification information within a week of the return to school by entering a relevant note into the ManageBac.
- 2) **Inexcusable Absence:** Absence without approval of a parent (truancy), absences for parties, sporting events (unless the student has an official letter from a national federation verifying participation), birthdays and other social activities, family leaves, extending weekends and vacations are inexcusable **especially during the Summative Assessment Week.** It is the parents' and the student's responsibility to make up for the material not covered because of absence.

The consequences of absences from more than 50% of classes are described in the Assessment Policy. **It is essentially a parental responsibility to send their children to school on time and to talk to them about punctuality throughout the school day. Parental accountability is an expectation.**

Information Technology Policy

The technology mission at ISoB is to enable, energize and enhance education. The school provides access to various hardware and software resources, as well as to the internet. The Information Technology policy at ISoB is intended to allow the appropriate use of the technology resources of the school, and students will be encouraged to make use of the internet to support curriculum and research activities, either individually or as part of a group. Students will also be able to access a variety of information sources to which the school has acquired access; including news, selected information databases and holdings from other libraries.

The school believes that the benefits of having access to the internet are huge for both students and educators, but among the vast resources of content on the internet are materials that are not suitable for school-age children. It is not appropriate for students or teachers to purposefully locate material that is illegal, defamatory or offensive. As responsible members of the school community, it is expected that all students and other members of the community will follow and adhere to the guidelines contained within this section.

Accessing Information Technology

Equipment

It is expected that all students will respect the Information Technology equipment with which they have been provided. Students are encouraged to use the school's computers and network and internet connections for educational purposes. Students must conduct themselves in a responsible, efficient, ethical and legal manner at all times. Unauthorized or inappropriate use of the resources, including violations of any of the guidelines below, may result in cancellation of the privilege and further disciplinary action being taken.

Acceptable Usage Guidelines:

- students may not enter a computer room unless a teacher is present or unless they have permission to do so,
- the computers may not be used for any other purpose other than as directed by the teacher in charge, and students are responsible for their behaviour and communication whilst using the internet,
- students should not play games or use any other software unless the teacher has given specific permission for this,
- the network and computers may not be used for commercial or profit-making purposes, advertising or political lobbying,
- students should not tamper with the setup of the computer system or network, and should not seek to cause damage or engage in any unlawful activities, or develop or use any programmes that harass other users, infiltrate other computer systems, or cause disruption to the school's network and computing resources,
- students should avoid intentionally wasting storage, printing, connectivity or processing resources,
- students should not seek access to restricted areas of the computer network from within or outside of the school,
- the equipment provided should not be swapped around, e.g., changing of keyboards, mice or other equipment from one computer to another is not allowed,
- transmission or storage of any material in violation of any law or regulation or school policy is prohibited, including but not restricted to pornography or other material that is obscene, objectionable, inappropriate and/or harmful to children of any age,
- privacy of communications over the internet and the school network cannot be guaranteed, and may be monitored, reviewed and inspected. Files stored on the school's network may also be subject to review and inspection,

- all communications and information accessible via the internet should be assumed to be privately owned property and subject to copyright. Correct attribution of authorship and reference must be observed at all times, without violation of copyright or other contracts,
- students must not make use of another person's account / id / username / password, and should not allow other users to make utilize theirs, or share this information with other people,
- students are expected to abide by the generally-accepted rules of network etiquette:
 - be polite, courteous and respectful in all communications, and use language appropriate to a school situations at all times while using the school's resources,
 - do not reveal names, addresses, phone numbers, other identifying content or passwords, of yourself or other people, when communicating on the internet, unless approved by the teacher,
 - do not agree to get together with someone you "meet" online without prior parental approval.

Network Folders

The school will issue each student a network folder (sometimes referred to as a home folder) that resides on the school's network. These are administered by the ISoB technology team. The purpose of this folder is for students to have a convenient storage location for work and assignments throughout the year, and to develop an electronic portfolio.

The network folder is the personal property of the student to whom access has been granted to it. No student should attempt to gain access to any other individual's personal network folder. When necessary, access can be gained by school administrators.

Individuals are responsible for backing up their stored data, and it is strongly recommended that all network users purchase and use a USB memory stick of appropriate storage capacity for this purpose. At the end of the academic year, the student should remove all data from their network. A copy of each student's completed electronic portfolio will be retained by the school.

Usage of network folders should be in accordance with the 'Acceptable Usage Guidelines' detailed earlier in this section.

Library Policy

1. Resources of the school library are lent to the teaching staff, students and parents of ISoB students.
2. Library materials are lent only by the teacher librarian during the library opening hours.
3. Returned publications must be given to the librarian who puts it back on their place on the shelf.
4. Each member of the teaching staff can borrow any number of library materials for teaching purposes.
5. Each pupil can borrow any number of books (including textbooks) advised by the teacher and up to 10 books of their own choice.
6. Library materials are lent to the members of teaching staff for one school year.
7. Textbooks and other resources, advised by the teacher, are lent to the pupils for one school year. Other resources are lent for one month.
8. Crossing the due date causes suspension from borrowing books until the overdue ones are returned to the library.
9. Lost or damaged materials must be replaced or paid by cash.
10. Reference resources such as dictionaries, encyclopedias, multimedia materials are lent to be used only at the school. These materials can be lent home to the members of teaching staff in exceptional cases.
11. Borrowed publications must be returned to the library by at least one week before the end of the school year.
12. While using the library, pupils are supposed to keep quiet and order.
13. Eating or drinking is not allowed.

Information Directory

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