



Academic Integrity Policy (IBDP)

Tonbridge Grammar School supports and promotes the principles of properly conducted academic research and respects integrity in all forms of assessment.

As an IB World School, Tonbridge Grammar School:

- *Acknowledges the International Baccalaureate Organisation's promotion of ethical behaviour as an essential part of the IB Diploma Programme in conducting academic research and the submission of authentic work;*
- *Values the concept of intellectual property and the need to hold students accountable for the ethical use of the ideas and words of others.*

These principles hold true for all forms of extended study whether completed for the IB Diploma, GCSE or MYP.

Tonbridge Grammar School believes that through proactive teaching and learning and consistent and persistent practices any behaviour which may lead to malpractice will be identified early and rectified before an incident occurs. Any form of academic misconduct is not tolerated. Students are constantly encouraged through their lessons, and through study skills sessions run during Tutor time, to develop the self-management, social, communication and thinking and research skills that engender correct and proper practice in their use of resources, the submission of their own work for assessment and their conduct throughout the examinations.

The Academic Integrity Policy has been developed in accordance with the IB Diploma Programme general regulations. This policy explains the School's expectations for honest academic practice on the part of students. It sets out the responsibilities of Tonbridge Grammar School staff in developing and promoting academic integrity and penalising plagiarism and other forms of academic dishonesty.

Roles and Responsibilities:

The Head Teacher

Academic Integrity Policy (IB Diploma Programme)
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Review date: 2024
Policy Approval: Head Teacher

- To ensure an academic integrity policy consistent with IB Diploma regulation is in place;
- To ensure systems are in place so that all staff, students and parents understand the academic integrity policy;
- To ensure any incidents of academic misconduct are addressed in accordance with the principles and practice of the academic integrity policy.

IB Diploma Co-ordinator

- To ensure students fully and clearly understand the IBO expectations regarding academic integrity;
- To ensure the School's academic integrity policy is aligned with IB expectations and undergoes periodic review;
- To ensure staff, students and parents are aware of IB requirements concerning academic integrity;
- Agree with IB teachers an internal calendar of all due dates for the receipt and submission of candidates' assessment material;
- Ensure candidates and invigilators are provided with relevant information regarding examination regulations;
- Understand additional responsibilities in the event of a candidate being investigated for malpractice.

Sixth Form Team including DP Coordinator, Director of Sixth Form, Curriculum Directors, CAS Coordinator and Diploma Examinations Officer

- Provide advice and guidance to students on implementation of the Academic Integrity Policy and the development of good academic research practices.
- Understand what constitutes academic integrity and an authentic piece of work.
- Know the consequences of being found guilty of malpractice.
- Establish a school culture that actively encourages academic integrity.
- Support the IBO fully in the prevention, detection and investigation of malpractice.
- Review and determine where students require an additional time allowance or extension of deadlines to ensure equality of access.

The Librarian

- To assist students in developing familiarity with the research process including the fundamentals of academic integrity.
- To provide advice and guidance to students on the conventions of academic research.
- To provide guidance on copyright regulations for all material (including images, text, audio and AI).

Subject Leader

- Ensure the principles and practice of the Academic Integrity Policy are understood and applied across their subject team;
- Agree a clear calendar of assessment deadlines with the IB Diploma Co-ordinator and ensure this is adhered to and maintained across their subject team;
- Oversee the management of the agreed deadlines to ensure an equitable process for all students;
- Liaise with the Sixth Form team and IBDP Coordinator to manage individual student deadlines where extensions are permitted in accordance with the principle of equality of access for all students.
- Ensure all student work for assessment is complete and accessible, including oral recordings, and ready to be uploaded to the IB if required, prior to the IB deadline for submission.
- Upload, or allow to be uploaded, only work submitted for assessment which the teacher is satisfied is the authentic work of the student.
- In the case that a student submits work for assessment that is not their own authentic work (including material copied from, or paraphrased from, material derived from generative AI tools) or is suspected not to be their own work, to pass this to the IBDP Coordinator to investigate whether there are grounds for an investigation into academic misconduct.

Teachers

- To apply the principles and practice of the Academic Integrity Policy in all aspects of their teaching and in supporting students in the completion of assessed work;
- To be role models of academic integrity and honesty;
- To provide advice and guidance to students on implementation of the Academic Integrity Policy and the development of good academic research practices;
- Provide instruction and scaffolding necessary for students to use ethical research practices including opportunities for feedback via the drafting process;
- Provide students with consistent advice on good academic practice whenever necessary;
- Provide students with clear guidelines on academic writing and referencing styles required in each subject;
- Provide clear information on assessment requirements, especially concerning aspects involving individual and/or collective assessment;
- Provide clear guidelines on group work, especially concerning assessment and division of tasks among group members and monitoring of group work to ensure fair assessment;

- Ensure all students work to the same agreed deadlines to ensure transparency and equality of access;
- Manage individual student deadlines, in liaison with the Subject Leader/IBDP Coordinator where extensions are permitted in accordance with the principle of equality of access for all students;
- Confirm, to the best of his or her knowledge, all students' work accepted or submitted for assessment is the authentic work of the student;
- Ensure all student work for assessment is complete and accessible, including oral recordings, and ready to be uploaded to the IB if required, prior to the IB deadline for submission;
- Upload, or provide to be uploaded, only work submitted for assessment which the teacher is satisfied is the authentic work of the student and does not contain material derived from or through the use of generative AI tools;
- Where completed work is subsequently not available owing to school administrative or technical failures, the class teacher must ensure that the work is replaced either with the original and identical work, or with new and authentic work from that same student, as stipulated under IB guidelines.

Students

- IB Diploma students as are expected to be **'Principled'**.
- Students have ultimate responsibility for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged using a referencing system (for example the Harvard referencing system).
- Students are not allowed to submit for assessment any work that is not their own original and authentic work, this includes any content whether copied or paraphrased from the output of generative AI tools.
- All assignments, whether written or oral, completed by a candidate for assessment must wholly and authentically use that candidate's own language and expression.
- When sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.
- Students must ensure that they are aware of and comply with copyright regulations for all material (including images, text, audio and AI). They must not use or share any material that they understand to be a breach of copyright regulations.
- Diploma Programme candidates are required to sign a declaration stating that all work they submit for assessment will be their own authentic work. *Note that this is in addition to the candidate declaration on coversheets submitted with work for assessment or moderation.*
- They must meet agreed deadlines and must raise any issues regarding their ability to meet these deadlines well in advance.

- Students must comply with IB regulations before, during and after the examinations with respect to Academic Integrity and the integrity of examined materials. They must not wilfully engage in any social media contact which facilitates the exchange of information between students regarding the content of any examination for 24 hours either before or after they have sat an examination.
- Students should seek clarity from teachers regarding any aspect of Academic Integrity guidelines.

Candidates must acknowledge:

- All ideas and work of other persons.
- Rendition of another person's words presented in a new style.
- Sources of all photographs, maps, illustrations, computer programs, data, graphs,
- Verbatim (word for word) quotes.
- Works of art including music, film, dance, theatre arts, visual arts.

See Appendix 1 for categories of Academic Misconduct.

Access and Inclusion

The School supports and upholds the IB principles that all students shall be treated equitably with respect to the educational provision of the School. The School does not promote **additional tutoring** or revision services for students which could constitute an unfair and inequitable allocation of resources either within or outside School delivery of the curriculum, or could provide advantage to a number of students in the completion of assessed components (for Level 1 and 2 incidents of maladministration see the **IB Academic Integrity Policy (Updated March 2023)**).

In accordance with the School's Access and Inclusion Policy additional support may be offered to students with identified additional needs. In cases where educational provision for a student is compromised because of clearly identified and documented needs (Pupil Premium, SEND), additional services may be recommended, sought or provided by the School to support the identified need and close the gap in provision for that student. On such occasions and to ensure equity of access the School will ensure that any such provision is consistent with the requirements for special access and inclusion.

Investigation of Intentional Malpractice:

Any potential breach of this academic integrity policy and the associated IB regulations is taken seriously by the School and will be investigated. The appropriate member of the Sixth form team will investigate any suspected malpractice.

Academic Integrity Policy (IB Diploma Programme)
Policy Approved: 2019; Updated 2024
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1. The member of staff or student will notify the IB Diploma Coordinator and/or the Director of Sixth Form with supporting documentation if academic misconduct is suspected. The member of staff teacher must not make an open allegation to a student and any suspicion of malpractice must be kept confidential to the process.
2. The IBDP Coordinator will undertake an investigation to determine whether malpractice has taken place based on information gathered through the investigation. The investigation will include interviewing the student and allowing the student to provide explanation.
3. The IBDP Coordinator will inform the parents of the process irrespective of the outcome.
4. If evidence of malpractice is confirmed, the student and parents will be notified in writing and informed of the consequences. The School's Complaint's Policy will accompany this correspondence.
5. An appeal must be submitted within 7 school days of the date of the letter. The Head Teacher will consider the appeal. The Head Teacher's decision will be final and will be communicated to the student and parents in writing.
6. Copies of all records of investigation, correspondence and the assessment item will be retained on the student file in accordance with the School's Retention and Destruction Policy.

Consequences of malpractice:

If any part or whole of the student's work is suspected of not being authentic, that work will not be submitted to the IBO. One of the following courses of action may be followed:

1. If academic misconduct is identified prior to the school deadline and prior to submission, then the work will be required to be revised and resubmitted in time to meet the IB assessment submission date. If the student fails to resubmit by the formal date, an F will be recorded. If the student chooses not to provide replacement work then no work will be submitted to the IB and no grade will be awarded, in line with IB regulations. These actions will be done in consultation with the IBO Assessment Centre, Cardiff. The school reserves the right not to enter a student for any qualification if malpractice has been established.
2. If teachers detect academic misconduct after work has been formally submitted and accepted for assessment, the relevant awarding body must be informed. The respective qualification may be withdrawn from a candidate at any time if malpractice is subsequently established.

See Appendix 2 for IBO Regulations on Investigating Academic Misconduct.

Staff and students should be aware that the IB randomly checks candidates' work for plagiarism using a web-based plagiarism prevention service.

Students and parents are strongly recommended to read the **IB Academic Integrity Policy (Updated March 2023)**

Link Policies:

[Curriculum Policy](#)

[Behaviour Policy](#)

[SEND Policy](#)

[School Complaints Policy](#)

[Retention and Destruction Policy](#)

Appendix 1

Academic misconduct

Candidates are required to act in a responsible and ethical manner throughout their participation in their school studies. In particular candidates must avoid any form of academic misconduct. The school uses IBO guidance to define this as *'behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.'* (International Baccalaureate Organization 2003, Academic integrity: guidance for schools).

Academic misconduct most commonly involves collusion or plagiarism. Examples of academic misconduct include but are not confined to:

- **Intentional plagiarism:** Representing the ideas or work of another person, or that generated by Artificial Intelligence (eg CHAT GPT), as one's own.
- **Unintentional plagiarism:** Careless paraphrasing and citing of source material such that improper or misleading credit is given.
- **Collusion:** Supporting malpractice by another student – allowing work to be copied, or submitted for assessment by someone else.
- **Duplication of work:** Presenting the same work for different assessment components in the IB.
- **Other Misconduct:** Any other behaviour that gains an unfair advantage e.g. cheating in an exam, falsifying a CAS record.

Collaboration

Collaboration includes working in groups to achieve a shared goal and is a common form of assessment in which all members of the group are expected to participate equally. Group work may be face to face, in discussion boards, blogs and wikis for example. The protocols of acknowledging sources still apply.

Permissible collaboration includes the following:

- Discussion with other students regarding issues raised by the assessment item.
Discussion with other students regarding means by which to address the issues raised by the assessment item.

Academic Integrity Policy (IB Diploma Programme)
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- Collaborate in the location of, and sharing, sources of information relevant to the item of assessment.

Impermissible collaboration includes the following:

- Collaborate with other students or persons in the writing of all or part of the student's submissions for the assessment item.
- Collaborate with other students or persons in the writing of all or part of any other student's submissions for the assessment item.
- Provide a copy of his or her work in respect of that item of assessment to another student.

Collusion

- Is a form of plagiarism that can occur as a result of inappropriate collaboration during group work.
- Occurs when two or more people work secretly for the purpose of deliberately misleading others.
- It involves working with someone with the deliberate intention to mislead. This could involve working with someone else to produce work which is presented as your own when, in fact, it was the result of secretly working with someone
- Can be avoided by taking own personal notes of what is happening during group work sessions.
- It is collusion if a student allows another to copy an assignment even if that student changes the words to make it look like his own before submission.

For further examples of malpractice refer to the **IB Academic Integrity Policy (Updated March 2023)**

Appendix 2**Investigating Academic Misconduct – IBO regulations**

*Note: for the full current IB policy document refer to the **IB Academic Integrity Policy (Updated March 2023)***

Investigations take place when:

- A coordinator informs IB Assessment Division, IB Global Centre, Cardiff that malpractice may have taken place during an examination
- An examiner suspects malpractice and provides evidence to justify his or her suspicion
- An IB member of staff identifies examination material that may or may not be the authentic work of a candidate and provides evidence to justify his or her suspicion

An investigation of malpractice detected by an examiner outside the school may take the following form:

- The head of examinations administration will inform the co-ordinator that a candidate is being investigated for suspected malpractice
- The co-ordinator immediately informs the Head Teacher that a candidate is being investigated

The co-ordinator will provide IB Assessment Division, IB Global Centre, Cardiff with:

- A statement from the candidate
- A statement from the subject teacher or extended essay supervisor
- A statement from the co-ordinator
- A summary of the interview with the candidate about the allegation of plagiarism
- The investigation should take place immediately, although it can be delayed until after the last written examination taken by the candidate.
- The candidate's legal guardian/parent/s should be informed, but this decision will be taken by the Head Teacher and will depend on the age of the candidate. (The legal guardian/parent/s of a candidate who is under 18 will always be informed).
- The planning and conduct of the investigation are left to the discretion of the coordinator, but the candidate's personal rights must be protected.
- It is normal practice to interview the candidate with a relative or friend in attendance.
- The candidate must be shown the evidence and be invited to present an explanation or defence.
- With the candidate's permission, a transcript of the interview may be taken and submitted to IB Assessment Division, IB Global Centre, Cardiff. The candidate must also be given the opportunity to provide a written statement.

- The candidate and their legal guardian/parent/s have a right to see evidence, statements reports and correspondence about the case. Evidence may be withheld to protect the identity of an informant.
- The candidate must be given a copy of the Regulations and their attention drawn to the articles which concern malpractice
- The candidate must be given sufficient time to prepare a response to the allegation

An investigation of malpractice which happens during an IB Diploma exam may take the following form:

- The candidate will be allowed to complete the exam. As little disruption as possible should take place.
- The co-ordinator should be immediately informed by the invigilator of their suspicions
- The co-ordinator should begin an investigation immediately after the exam has ended. This will include interviewing the candidate, and taking written statements from everyone involved, including the candidate, and the invigilator
- The Head Teacher should be informed as soon as possible
- The candidate's legal guardian/parent/s should be contacted – if the candidate is under 18, and with the candidate's agreement if they are over 18
- Full written statements should be submitted to the relevant section of the IB and these should be shared with the candidate and their legal guardian/parent/s
- The candidate must be allowed to complete all other exams in that Diploma session
- The IB will make the final decision as to whether or not there should be consequences.

An investigation of suspected or proven malpractice relating to internal assessments may take the following form:

- The candidate is told that there are doubts about the authorship of his/her work.
- If the candidate agrees that the work is not his/her own, if time allows, and if the cover sheet has not been signed off by the candidate, then the work can be re-done.
- If the candidate continues to insist that the work is his/her own, the subject teacher should be asked to provide a statement explaining why they believe that this cannot be the case.
- The candidate, their legal guardian/parent/s, the subject teacher and the IB DP Coordinator should hold a meeting to discuss the situation fully. A record of the meeting should be kept.
- The candidate will be asked to provide evidence that the work is their own – corrected drafts, work of a similar style or standard completed earlier in the subject, or a brief test on the candidate's knowledge of the work – and the subject.
- The subject teacher's decision will be final, and the candidate must be aware that the school can award an F for the work, which the IB is extremely unlikely to question or dispute.

- If time does not allow, or the cover sheet has been signed off, the candidate should be informed of the situation, and that an F has been entered. Although the candidate can dispute this, it may be too late, as IA marks have already been entered. While the school will remain open to discussion with the candidate, it should be made clear that any further investigation may not be worthwhile, or result in a positive outcome.

CONSEQUENCES OF MALPRACTICE/SANCTIONS (as outlined by the IB)

- If the amount of plagiarism is minimal, zero marks will be awarded for the assessment component, but a grade will still be awarded for the subject. This is referred to as 'Academic Infringement'
- If a candidate is found to have plagiarized all or part of any assignment then no grade will be awarded for the subject. This automatically means that no Diploma can be awarded.
- Misconduct during an examination will result in no grade being awarded for the specific subject involved.
- If a candidate falsifies a CAS record, no Diploma will be issued until 12 months after the examination session have passed. The CAS record will need to be correctly completed.
- If the case of malpractice is very serious, the candidate may not be allowed to reregister for examinations in any future session
- An IB Diploma may be withdrawn from a candidate at any time if malpractice is subsequently established
- An appeal may be made to the final award committee in the light of new factual evidence, within three months of the original decision.

Works Cited

Academic Integrity Policy International Baccalaureate Organization. October 2019, Updated March 2023 www.ibo.org

General Regulations: Diploma Programme. IBO September 2016

"[Diploma Programme Assessment Procedures 2019 – Annex 4](#): The responsibilities of IB World Schools in ensuring the integrity of IB assessments" International Baccalaureate Organization. 4th January 2019. www.ibo.org

Appendix 3**Addendum to TGS Academic Integrity (Diploma) Policy March 2023****Tonbridge Grammar School IB Internal Assessment (Coursework) Policy**

The integrity of IB assessment is paramount and School policy and procedures recognise that IB assessments can only be fair if all candidates have an equal opportunity to submit work that is commensurate with their ability and follows a process that upholds the principles and practice of academic integrity.

The various forms of maladministration and academic misconduct create a disadvantage for those candidates who have followed the rules, and so the School takes every effort to prevent such behaviour.

The IB rules, set out in the General regulations and other documents for the Diploma Programme, are designed to minimize the opportunity for academic misconduct or maladministration. The School aims to create a learning culture where such academic misconduct is not acceptable and is reported.

The School recognises that processes and procedure for all Internally Assessed work must adhere to the principles of academic integrity, ensuring that no student is either significantly advantaged nor significantly disadvantaged by the approach to guidance, marking and feedback, standardisation and moderation prior to the submission of coursework for upload to the IB.

This policy sets out the parameters within which the approach to Internal Assessment can be regulated to ensure fair and equal provision for students and provide guidance and support for staff in their role as principled educators.

Principles of assessment

Tonbridge Grammar School follows the requirements for Internal Assessment as stipulated in the Assessment Principles and Practice, and Diploma Programme Assessment Procedures 2022.

- Teachers for each subject and level with an Internal Assessment component must ensure that the students' work conforms to the requirements for the subject and level. Details of these requirements are available in the subject guides available on the IB Programme Resource Centre.
- Teachers must assess students' work using the IB assessment criteria for that subject and level.
- Teachers' assessment must be based on work actually done by the students themselves.

- Teachers must award marks even if the work, or participation, is incomplete. If a student submits no work, an “F” must be entered on IBIS for the mark. This will result in no grade being awarded for the subject and level.
- Students must complete all work for Internal Assessment in the language for which they have been registered for that subject and level.

Note: Although it is an externally marked component, the approach to support, deadlines, submission and sanctions detailed in this document will also apply to the English Written Essay component of the Higher Level English Literature course.

The approach to Language Orals is detailed in the relevant Language Department handbook and the IBO Diploma Programme Assessment Procedures.

Guidance, marking and feedback of Internal Assessments

This policy refers to all IB Diploma Programme Internal Assessments submitted as a first attempt. Internal assessment is defined, for the purposes of this policy, as any assessment which contributes to the final mark for the module or award.

- Teachers will provide structure and resources to enable students to fully understand and access the requirements of the Internal Assessment.
- Teachers will provide opportunities for students to explore and engage with the Internal Assessment criteria in preparation for final assessment.
- Teachers will assess candidate’s work using the IB assessment criteria as detailed in the relevant Subject Specification.
- Details of the approach to written feedback will be clearly communicated to students by the Subject teacher/Leader in advance of the first draft submission.
- Where written feedback is a requirement of the subject guidance for Internal Assessment teachers will provide written feedback on ONE draft of the coursework only. The written feedback will be specific and reference the criteria as given in the relevant subject specification.
- Full written feedback against the Internal Assessment criteria can only be given on a FULL draft. A full draft is considered to be one in which the student has sufficiently attempted all aspects of the IA as detailed in the relevant subject specification such that marks could be awarded across the full range of those permissible within the criteria. No commentary can be given on missing criteria but students should be enabled to identify where criteria have not been achieved. Written feedback should be given on the criteria evident in the student’s script.
- Subject leaders are responsible for rigorous quality assurance processes to ensure that all students receive appropriate and sufficient feedback on the draft Internal Assessment as it is submitted by the student.

Scheduling and submission of Internal Assessments

- The School will publish the Internal Assessments Deadlines Calendar to students and parents at the start of the academic year.

- All students must submit Internal Assessments by the published deadline (date and time) in accordance with the School's Internal Assessments deadlines calendar and the requirements for each subject.
- The date, time and arrangements for students to submit their work must be clearly communicated to them, including any additional upload times in respect of timed remote online assessments.
- Careful consideration will be given to the setting of deadlines for the submission of coursework in terms of the time of day and the date especially before weekend, a bank holiday or Academy Day.

Late Submission of draft Internal Assessment

All students are entitled to feedback on a draft of their Internal Assessment components. However, late submission may confer an unfair advantage on those students who miss the published deadline and may therefore be considered to be academic misconduct.

The School is required, under IB guidelines, to apply appropriate internal processes, including penalties and extensions, to ensure that all students have fair and equal provision to take account of any mitigating circumstances or respond to instances of academic misconduct.

The School should also ensure that students for whom mitigating circumstances or special access requirements apply receive sufficient time and support to enable them to complete the work and that reasonable adjustments are made to accommodate this.

Where mitigating circumstance or special access requirements apply students should (if needed) request a deadline extension.

Late submission without a prior application for a deadline extension will result in penalties. Late submission refers to any piece of Internal Assessment which is submitted beyond the published deadline (date and time).

Penalties on late submission are described in the appendix to this policy.

Application of the Late Submission policy

This relates to drafts only. It applies to calendar days and so includes weekends and weekdays.

The late submission policy does not apply where an individual student has been granted an extension as a result of making a claim for mitigating circumstances (see below) but would apply where the student missed the extended deadline without any subsequent approved extension.

Request for a deadline extension for draft Internal Assessment

A deadline adjustment must be requested at least three working days in advance of the published deadlines.

Extenuating circumstances must be approved by the Subject Leader, Director of Sixth Form and IBDP Coordinator. Examples of extenuating circumstances are given below. Where an exception to this policy is approved, the rationale and consequences must also be clearly articulated to students.

Extenuating circumstances:

- Severe illness/ongoing absence due to illness
- Mental health
- Bereavement of other significant family event/disruption
- Known specific additional needs (including learning needs)
- Pre-existing student support plan (Curriculum Leader/Director of Sixth Form discretion)
- Overlapping/complex deadlines schedule

The School will support students for whom extenuating circumstances (including sudden and unforeseen emergencies outside the control of the student) or special access arrangements apply and these will be considered on a case by case basis. The approach from the School will always be to ensure that full consideration is taken of personal circumstances, students are given a fair opportunity to complete the assessment and a holistic view is taken of the support and intervention required to ensure that maladministration is avoided and academic integrity maintained.

Extensions to Submission Deadlines

- A request for an extension to a deadline for the submission of the draft Internal Assessment should be submitted by the student using the appropriate form (available from the Sixth Form Office).
- If the medical or other circumstances are severe and/or ongoing, the student should make this known to their Learning Mentor, Sixth Form Support Coordinator, or Sixth Form Curriculum Leader/Director in order to discuss alternative options.
- The student must submit the Internal Assessment by the agreed extended deadline date.
- Failure to submit by the extended deadline date will result in the application of sanctions.
- The Sixth Form team will instigate a process to support students for whom additional mitigations need to be applied. This process is directed by the Sixth Form Team and IB DP Coordinator and may include adjustments to deadlines outside of the deadlines extension process described above.

Students entitled to extra time/special access requirements:

- Students entitled to extra time/special access requirements can apply for a deadline extension using the same process as other students. An extension cannot be given in advance unless this has been arranged as part of an agreed intervention by the Sixth Form Team.
- Deadline extensions should be agreed in consultation with the SENCO.

- Parents are to be notified of adjustments to deadlines for SEN students.

Final submission and upload of Internal Assessment

Deadline dates for the submission of the final Internal Assessment for a subject are published at the start of the academic year. Final deadline dates are agreed by Subject Leaders and adjustments are made to ensure that student workloads are manageable and sufficient time is provided for stringent processes of marking, standardisation and moderation within subject teams, and administration by the IB Examinations Officer prior to upload to the IB data system.

- All students are expected to submit a full and complete Internal Assessment for IB subjects with a coursework component by the deadline date published in the IA deadlines calendar.
- Students may seek verbal clarification or feedback on their work in advance of the final submission date for the Internal Assessment.
- Any delay in the marking of the draft such that students receive their work after the agreed return date will necessitate an adjustment of the final deadline so that all students receive sufficient time for completion in line with their peers. This process will be managed by the department on a case-by-case basis.
- Any extended feedback on a returned draft which constitutes re-editing, re-marking or detailed discussion against the criteria is considered academic malpractice and would require a formal investigation by the IB Diploma Coordinator which may lead to further investigation by the IB.
- Any pressure exerted by students or parents to provide any additional feedback outside of that stipulated in this policy would need to be reported to the IB Diploma Programme Coordinator who would be required to pass this on to the IB for further investigation. The outcome of such an investigation could be that zero marks are awarded for the coursework and that students are not permitted to resubmit the component in a later assessment session.

Late submission of the final Internal Assessment

All IB Internal Assessment must be submitted for upload to the IB data system (IBIS) by the dates published annually by the IB. The administration of the upload of Internal Assessments requires additional processing by Subject Leaders and the Examinations Officer.

- The **TGS** internal deadlines calendar will incorporate sufficient time to ensure that the work adheres to the requirements for upload for each subject and the preparation and upload of samples to the IB for moderation.
- Failure of a student to submit the final Internal Assessment by the **TGS** internally published deadline may result in a delay to uploads which could compromise the issue of results and sanctions will therefore be applied as detailed in the IB Internal Assessment deadlines charter.

Request for a deadline extension for the final Internal Assessment

- A deadline adjustment can be given for **significant** extenuating circumstances in advance of the **internal TGS IA deadline** and for *known* extenuating circumstances (student on a Support Plan) must be requested at least **three days** in advance of that published deadline.
- Extenuating circumstances must be approved by the Director of Sixth Form and IBDP Coordinator. Examples of extenuating circumstances are given in the policy for draft Internal Assessments above. Where an exception to this policy is approved, the rationale and consequences must also be clearly articulated to students.

Extensions to final Submission Deadlines

- A request for an extension to a deadline for the submission of the final Internal Assessment should be submitted by the student using the appropriate form (available from the Sixth Form Office).
- The student must submit the Internal Assessment by the agreed extended deadline date or an agreed upload deadline extension which has been requested from the IB by the IB DP Coordinator.
- In exceptional circumstances the School may apply to the IB for an extension to the upload deadline on behalf of the student. This is only applicable for students for whom the extenuating circumstances are so severe that they are physically unable to complete the work by the IB upload deadline. In the majority of these cases it is expected that a support plan has been put into place for the student.

Approach to late submission of IB Internal Assessment

Departments will apply the following approach to any draft Internal Assessment that is submitted late:

- Parents will be notified.
- Work submitted up to **two** working days late will be marked and *written* feedback given, only where, in the opinion of the department, it has been submitted *within a reasonable time period and where it is educationally helpful to do so*. Where late work has been marked, feedback may be provided in an alternative format and at a date outside of the published schedule.
- A sliding scale of support and feedback will be applied dependent upon the lateness of the draft submission. Each department will notify students in advance of the level of support and feedback to be given on late submissions.

Example of sliding scale applied to late submissions of draft Internal Assessment:

Students who submit their draft after the deadline will receive the following feedback:

- 15 - 21 October hand in. Written feedback with verbal feedback.
- 22 - 26 October hand in. Minimal written feedback and verbal feedback in short meeting.
- After 26 October. 5 minute verbal feedback meeting. No written feedback.

Students will be guided to the relevant Internal Assessment criteria for that piece of work or generic guidance published by the department where this is available.

Departments will apply the following approach to any final Internal Assessment that is submitted late:

- Parents will be notified.
- Compulsory supervised study sessions of one hour will be set for students to complete any remaining work on their Internal Assessment.
- The student will be notified of the maximum number of supervised study sessions to be applied after which the work will be submitted irrespective of whether it is complete. (Note: Maximum number of supervised study sessions is dependent upon the specific task/Internal Assessment and is determined by the Subject Leader. SENCO to be consulted for students with SEN or entitled to extra time).
- Compulsory attendance of an Academy Day.

Sixth Form Team intervention will be applied where appropriate on a case-by-case basis for students who have not met deadlines across a number of subjects.

- Parents will be notified and called to a meeting to discuss the intervention approach.
- The student will be assigned a study agreement detailing the agreed interventions.

TGS IB Internal Assessment Deadlines Charter

The integrity of IB assessment is paramount and School policy and procedures recognise that IB assessments can only be fair if all candidates have an equal opportunity to submit work that is commensurate with their ability and follows a process that upholds the principles and practice of academic integrity.

The approach from the School will always be to ensure that full consideration is taken of personal circumstances, students are given a fair opportunity to complete the assessment and a holistic view is taken of the support and intervention required to ensure that maladministration is avoided and academic integrity maintained. The School will support students for whom extenuating circumstances (including sudden and unforeseen emergencies outside the control of the student) or special access arrangements apply and these will be considered on a case by case basis.

Students will:

- keep their own record of their Internal Assessment deadlines schedule and share it with parents/carers.
- ensure that generative AI is not used in the production of the draft and full IA and that neither document contains any material copied or paraphrased from such tools.
- submit a FULL draft of the Internal Assessment on the date specified in the IA calendar. *A full draft is considered to be one in which you have sufficiently attempted all aspects of the IA as detailed in the relevant subject specification such that marks could be awarded across the full range of those permissible within the criteria.*
- ensure that the final Internal Assessment conforms to the required format ready for upload as directed by the Subject Leader/teacher.
- submit the final Internal Assessment on the date specified in the IA calendar or date agreed in the event of an extension.
- notify their subject teacher AND the Subject Leader three working days in advance of the submission date (draft or final) to request an extension to the deadline.
- submit the draft or final Internal Assessment by the approved extended deadline.

Note: deadline extensions will be considered on a case-by-case basis and are permitted only in the case of extenuating circumstances. Sanctions for late submission will apply should a deadline extension request be unsuccessful, or the extended deadline is granted but the new deadline has not been met.

Your teachers will:

- provide structure and resources to enable you to fully understand and access the requirements of the Internal Assessment.
- provide opportunities for you to explore and engage with the Internal Assessment criteria in advance of submitting a draft IA.
- assess your work using the IB assessment criteria as detailed in the relevant Subject Specification.
- tell you how the work will be marked and how feedback will be given, including written and verbal feedback (where relevant).

- provide written feedback (specific and references the IA criteria in the relevant subject specification) on ONE draft of the internal assessment (where this is a requirement of the subject-specific criteria). *Note: full written feedback against the Internal Assessment criteria can only be given on a FULL draft.*
- ensure that sufficient time is given to complete the Internal Assessment between return of the marked draft and the final (internal) deadline.
- notify you of the outcomes of a request for a deadline extension with a reason should the extension not be authorised.
- apply sanctions or appropriate intervention support for late submission of any Internal Assessment (as detailed in the TGS Internal Assessment policy).

