

Handbook | 2023-25

The Galaxy School

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Namaste!

Welcome to The Galaxy School (TGS), where we're not just a school – we are a bustling cosmic hub of learning, growth, and some pretty stellar adventures! Picture this: our campus is where nurturing meets inclusivity, creating a vibe that's all about unleashing potential while keeping things ethical and transparent. We are basically the Jedi Masters of education!

Our mission? Oh, just to be an everlasting institution, staying rock-solid in our values while serving generations. At TGS, we're more than textbooks and homework; we are a gang of learners, mentors, and parents, stirring up critical thinking skills, boosting emotional IQ, and brewing up future leaders ready to tackle global challenges.

But wait, there is more! Education is not just confined to four walls here. We are all about sports, arts, and giving back to our community. We build our foundation on three 'Rs': Relationships (we are all about the buddy system), Relevance (because what is the point if it does not matter?), and Rigor (making sure we are sharp as a tack).

We take immense pride in our education legacy, and we are not stopping there! Our team of passionate educators is here to sprinkle excellence in every nook and cranny of our students' lives. Together with our students, teachers, and parents, we create this galaxy of learning and growth that is out of this world!

Guiding Statements

1.1 TGS Mission Statement

- To provide a stimulating and nurturing learning environment that maximizes individual potential and ensures that students of all ability levels are well-equipped to meet the challenges of life.
- To integrate 21st-century skills and practices into every lesson in the classroom.
- To realize the unique talent in our children and create a motivating and supportive learning environment that will help them realize their personal best.
- To take into account all areas of formation - intellectual, academic, social and physical.
- To be a constantly evolving and learning community which fosters open, candid communication and exchange of ideas and skills, where each individual's contribution is not only necessary but vital, if excellence is to be achieved.
- To provide a holistic education to our students, one that will prepare them to be dynamic, independent thinkers ready to take on the challenges of a global society.
- To create benchmarks in the field of education.

1.2 TGS Vision Statement

- To be at the forefront of education.
- To develop and implement state-of-the-art practices and processes.
- To provide a secular, caring and disciplined environment for all learners.

- To be ethical and transparent in all its activities.
- To challenge students and staff members to reach their highest potential.
- To share its vision and expertise freely with others.

1.3 TGS Belief

- TGS believes that all students and staff have talent and it is the responsibility of the institution to develop it. The role of TGS is to find ways for its stakeholders to succeed rather than find ways for them to fail.
- TGS believes in mutual trust; there is no place for fear, boss management, boss teaching, bullying, sarcasm or coercion.
- TGS believes in the excellence of every child, every staff member and not just a few. It believes in the collaborative efforts of all students, staff and in producing desired outcomes. The message is to cooperate with others, compete with self.
- TGS believes in creating an atmosphere in which students and staff give nothing but their best, without any exception, and have this expectation of each other all the times.
- TGS believes in continuously changing for the better; in meaningful and holistic ways.

1.4 Characteristics

Our exemplary learning environment is characterized by:

- Outstanding and holistic teaching
- Positive and stimulating learning environment with excellent infrastructure
- Enriching curriculum and an excellent co-curricular program
- Rigorous assessment and tracking of progress
- Creating the leaders of future
- An efficient team of well-qualified and experienced teachers

1.5 IB Diploma Programme Overview

Step into the future with TGS and our cutting-edge approach to education through the renowned IB Diploma Programme (IBDP). This program is not just challenging, it is a well-balanced journey that prepares students to conquer any obstacle university and life may throw their way. With a reputation that spans the globe, leading universities hold the IBDP in high esteem. For over four decades, the IB has been synonymous with high-quality, intellectually stimulating programs that produce young global citizens equipped to tackle the complexities of modern-day life and actively work towards making the world more harmonious.

1.5.1 The IB Mission Statement

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IB works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. (*The Diploma program: From principles into practice* (1))

1.5.2 IB Learner Profile

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help create a better and more peaceful world. TGS is committed to developing the learner profile attributes outlined below:

Inquirers: They nurture our curiosity, developing skills for inquiry and research. They know how to learn independently and with others. They learn with enthusiasm and sustain their love of learning throughout life.

Knowledgeable: They develop and use conceptual understanding, exploring knowledge across a range of disciplines. They engage with issues and ideas that have local and global significance.

Thinkers: They use critical and creative thinking skills to analyse and take responsible action on complex problems. They exercise initiative in making reasoned, ethical decisions.

Communicators: They express themselves confidently and creatively in more than one language and in many ways. They collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: They act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. They take responsibility for their actions and their consequences.

Open-minded: They critically appreciate their own cultures and personal histories, as well as the values and traditions of others. They seek and evaluate a range of points of view, and they are willing to grow from the experience.

Caring: They show empathy, compassion and respect. They have a commitment to service, and They act to make a positive difference in the lives of others and in the world around them.

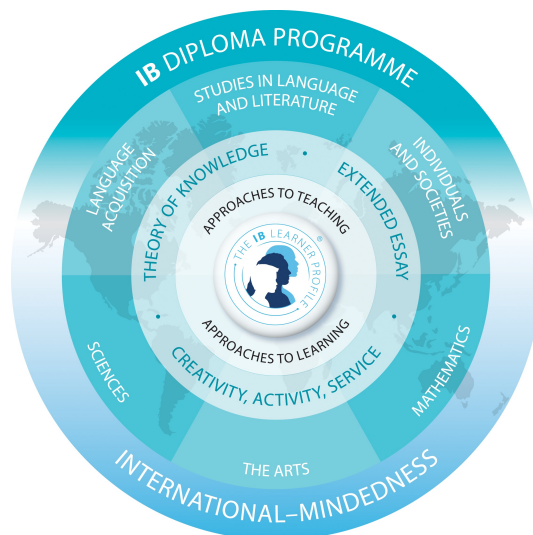
Risk-takers: They approach uncertainty with forethought and determination; they work independently and cooperatively to explore new ideas and innovative strategies. They are resourceful and resilient in the face of challenges and change.

Balanced: They understand the importance of balancing different aspects of their livesintellectual, physical, and emotionalto achieve well-being for themselves and others. They recognize their interdependence with other people and with the world in which they live.

Reflective: They thoughtfully consider the world and their own ideas and experience. They work to understand their strengths and weaknesses in order to support their learning and personal development.

1.5.3 Nature of the IB Diploma Programme

The International Baccalaureate (IB) Diploma Programme offers a unique and transformative learning experience that prepares students for a rapidly changing world. The DP model, shown below, is centred on the core:



Extended Essay (EE): Students delve into a chosen topic and conduct their research, guided by a mentor. This 4000-word essay is assessed externally, ensuring the highest standards are met. Refer to the EE subject brief (7) for further information.

Theory of Knowledge (TOK): It is a thought-provoking course that challenges students to reflect on how we acquire knowledge and what we claim to know. The assessment includes an exhibition and a 1600-word essay, which are internally and externally marked. Refer to the TOK subject brief (8) for further information.

Creativity, Activity, Service (CAS): It encourages students to engage in experiential learning related to these three concepts, including a month-long project. While CAS is not formally assessed, reflections and evidence are mandatory to qualify for the Diploma. Refer to the CAS subject brief (9) for further information.

Approaches to teaching and learning (5; 6) are included in the inner circle of the DP model, demonstrating the commitment to pedagogical approaches and developing essential learning skills. It is a crucial part of the DP model that emphasizes developing essential learning skills. ATL is about more than just cognitive development - it also focuses on affective and metacognitive skills, encouraging students to take an active role in their learning journey. It is also about developing affective and metacognitive skills and about encouraging students to view learning as something that they “do for themselves in a proactive way, rather than as a covert event that happens to them in reaction to teaching” (Zimmerman 2000: 65). These skills are grouped into five following ATL categories:

Thinking skills	Metacognition
	Reflection
	Critical and higher-order thinking skills
Communication skills	Reading
	Written
	Oral
	Presentation
Social skills	Interpersonal skills
	Collaboration
	Assertiveness skills
Self-management skills	Organisation skills
	Affective skills
Research skills	Information literacy
	Media-literacy skills

The IB aims to combine a liberal education with the opportunity to study a limited number of subjects in depth. The assessment contains components that are assessed externally and internally, followed by moderation. Students choose a course from each of the six subject groups, where three courses are at Higher Levels (HL), and three courses are at Standard Level (SL). Students choose courses from the following subject groups:

- | | |
|--|--------------------------|
| (1) Group-1: Language and Literature | (4) Group-4: Sciences |
| (2) Group-2: Language Acquisition | (5) Group-5: Mathematics |
| (3) Group-3: Individuals and Societies | (6) Group-6: The Arts |

Students may opt for an additional subject from Group-3 or Group-4 instead of a course in the Arts.

Group-1: Language and Literature

Students take at least one subject from studies in language and literature. Opting for two subjects in Group-1 leads to a bilingual diploma. Students study 13 literary works at HL and 10 at SL. They read various texts in different genres and from different regions and periods, chosen from a prescribed list by the class teacher. Work encompasses a variety of oral, written, creative and analytical activities designed to encourage students to respond to literary texts in different ways and to fully appreciate the value of literature in the way it can make imaginative sense of the world. At TGS, we offer:

Course	SL	HL
English A Literature	✓	✓

Please refer to English A Literature subject brief (10) for further information.

Group-2: Language Acquisition

Modern language courses are intended to provide students with a high degree of proficiency in their chosen language in various contexts and to further develop their understanding of different cultures and ways of life. At TGS, we offer:

Course	Ab inito	SL	HL
Hindi B	–	✓	✓
French B	–	✓	–
Spanish B	–	✓	–

Please refer to Language B subject briefs (11; 12) for further information.

Group-3: Individual and Societies

Each subject in this group is designed to promote and nurture the capacity to identify, to analyse critically, and evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies. At TGS, we offer:

Course	SL	HL
Business Management	✓	✓
Economics	✓	✓
Geography	✓	✓
History	✓	✓
Psychology	✓	✓

Please refer to the subjects brief of Business Management (13; 14), Economics (15; 16), Geography (17), History (18; 19) and Psychology (20) for further information.

Group-4: Sciences

Students explore the concepts, theories, models and techniques that underpin each subject area and, through these, develop their understanding of the scientific method.

Group-4 project encourages students to appreciate the environmental, social and ethical implications of science. This exercise is collaborative and interdisciplinary and provides an opportunity for students to explore scientific solutions to global issues. At TGS, we offer:

Course	SL	HL
Biology	✓	✓
Chemistry	✓	✓
Computer Sciences	✓	✓
Physics	✓	✓

Please refer to the subjects brief of Biology (21), Chemistry (22), Computer Sciences (23; 24) and Physics (25) for further information.

Group-5: Mathematics

All of the mathematics courses aim to enable students to develop mathematical knowledge and concepts and logical, critical and creative thinking. In addition, each course requires students to employ and refine their powers of abstraction and generalization.

Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives. At TGS, we offer:

Course	SL	HL
Mathematics Analysis and Approaches	✓	✓

Please refer to Mathematics subject briefs (26) for further information.

The Arts

The subjects in the arts allow a high degree of adaptability to different cultural frames of reference. The emphasis is on creativity in the context of disciplined, practical research into the relevant genres.

In addition, each subject is designed to foster critical, reflective and informed practice, help students understand the dynamic and changing nature of the arts, explore the diversity of arts across time, place and cultures, and express themselves with confidence and competence. At TGS, we offer:

Course	SL	HL
Visual Arts	✓	
Music	✓	

Please refer to the Visual Arts and Music briefs (27; 28) for further information.

1.6 Assessment

DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals:

- analysing and presenting information
- evaluating and constructing arguments
- solving problems creatively.

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods.

In addition to academic skills, DP assessment encourages an international outlook and intercultural skills wherever appropriate.

Student results are determined by performance against set standards, not by each student's position in the overall rank order. Students receive grades

ranging from 7 to 1, with 7 being the highest, as shown below.

Grade	Description
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor

Students receive a grade for each DP course attempted. The maximum score is 45 points. 42 points from the individual subjects, and a maximum of 3 points for combined performance in EE and TOK. The EE and TOK are graded from A to E, as shown below.

Grade	Description
A	Work of an excellent standard
B	Work of a good standard
C	Work of a satisfactory standard
D	Work of a mediocre standard
E	Work of an elementary standard
N	No grade

Please refer to the following points matrix.

TOK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

The diploma is awarded to students meeting the following requirements (3):

- CAS requirements are met.
- Total points are 24 or more.
- There is no “N” awarded for TOK, EE, or any of the opted subjects.
- There is no grade “E” awarded for TOK and/or EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded at any level.
- There are no more than three grade 3s or below awarded at any level.
- The minimum point in the three HL courses is 12.

- The minimum point in the three SL courses is 9.
- No penalty is received for academic misconduct from the Final Award Committee.

1.6.1 IB Registration Categories

There are four options when registering as an IB candidate:

- **Diploma**

This is the default status for all IB candidates. It implies that the student fulfils the requirements of the full Diploma Programme, will receive a total score out of 45, and is aiming to obtain the IB Diploma.

- **Anticipated**

In certain cases, students may finish subjects after only one year and hence 'anticipate' these requirements. A student may pursue this option for a maximum of two courses, each at the standard level only. Students who anticipate a subject will have a strong background in the area and the ability to master its material in a shorter time.

- **Retake**

It is possible to retake examinations on an individual subject basis. It is assumed that students retaking will be repeating the subjects course of study in hopes of achieving higher marks in another testing session.

- **Course**

Students may also choose to take examinations in individual subjects without pursuing the full Diploma. In this case, a student may take up to 6 subjects at IB level and will be awarded a score for each subject out of the maximum of 7. Each subject will be recognized as an individual certificate of achievement.

It is to be noted that the IB allows students to sit examinations in three sessions only. Many students sit exams only once, but for those who retake, the maximum number of opportunities to sit for retakes, regardless of subject, is two. Students who anticipate taking exams one session early would thus be entitled to only one retake session. Students may not anticipate more than one session before they complete the diploma.

1.7 University Recognition

The International Baccalaureate Diploma Programme stands as a beacon of respect and recognition among global higher education institutions. For students, achieving success in the IB often opens doors to advanced standing, course credit, scholarships, and various other admissions-related benefits at numerous universities worldwide. Below, we outline key considerations for students aspiring to study in some of the most sought-after destinations:

- **United States of America**

Students eyeing universities in the USA must initiate direct contact with their desired colleges or universities. Typically, institutions require a written application, transcripts, and additional standardized testing, such as the SAT or ACT. All applications are processed online through the CommonApp website for admission in the subsequent September/October intake. Decisions are made autonomously by each institution and communicated to applicants through CommonApp.

- **Canada**

Several Canadian universities recognize the IB Diploma as a credible admission credential, provided that scores meet specific benchmarks. International students are expected to meet the university's general admission standards. Importantly, official transcripts of IB exam results must be sent directly to the Canadian college or university from the IB office.

- **Australia**

The IB Diploma holds recognition across major tertiary institutions in Australia. Some universities extend advanced placement, credit, and bonus schemes for DP students. While details for individual universities can be found on the IBO website, students are advised to conduct thorough research, consult their school's career advisor, and directly reach out to universities for specific course and entry requirements.

- **India**

All universities in India acknowledge the IB Diploma as equivalent to a Class 12 qualification from an Indian board. However, acceptance alone does not guarantee entry into a course, as admission is competitive, and some programs may have additional selection criteria. Upon receiving their results, DP students can apply for an equivalence certificate from AIU or directly approach the eligibility department of their desired university.

- **United Kingdom**

UK universities and colleges accept the IB Diploma for entry into all

first-degree courses and higher education institutions. Nevertheless, specific requirements are determined by each institution. Criteria may vary based on the institution and the chosen course of study. All applications are submitted online through the UCAS website for admission in the subsequent September/October intake. Similar to the US, institutions make independent decisions and communicate them to applicants via UCAS.

1.8 Who should do the IB Diploma?

The IBDP is crafted as a comprehensive model of education (4), catering to students of average ability and beyond. Contrary to common misconceptions, the majority of students who have achieved the IB Diploma globally fall within the average to above-average spectrum of abilities. It's important to note that the program isn't exclusively tailored for gifted students; rather, it prioritizes qualities like a strong work ethic, effective time management, and robust study skills.

For students aspiring to gain entry into premier colleges and universities worldwide and who are prepared to embrace a rigorous academic journey, the IB Diploma presents an ideal choice.

Our dedicated IBDP coordinator is readily available to offer guidance and support to both students and parents navigating the intricacies of the IB curriculum. We strongly encourage students to engage with their advisors, leveraging their expertise to maximize their IB experience and academic success.

1.9 Enrolment in the IBDP at TGS

Students and parents are required to read Section A2.2 of the IB General Regulations of the IB Diploma Programme (3). It ensures that they know the program requirements and accept the conditions detailed therein. They are invited to attend an orientation session on the IB Diploma Programme. IBDP aspirants have to complete an application process that includes:

- Application form (available on <https://tgesconnect.org>)
- Teacher recommendations
- Student transcript of grade-9 and grade-10.

A committee comprised of the HOS, IBDPC, and a team of teachers will evaluate the application carefully and make recommendations for the placement of applicants. Please refer to the admission policy for further details.

1.10 Subject Choice and Approval

The choice of IBDP subjects should be according to:

- Areas of strength
- Future study and career plans
- Country/program-specific university requirements.

Students and parents are encouraged to consult the college counsellor and IBDPC for further guidance. The IBDPC must approve the subjects selected by the students. IBDP is a two-year program, and any change in the subject selection is highly discouraged. The deadline to finalise the subjects is 13th January. Students may be allowed to switch one of the selected subjects from SL to HL and vice versa upon IBDPC and subject teachers' approval.

1.10.1 Sample Routes

The samples below show the courses that our students have taken. Multiple combinations are possible with the number of subjects that TGS offers. However, it is important to note that some countries and universities have specific requirements for admission.

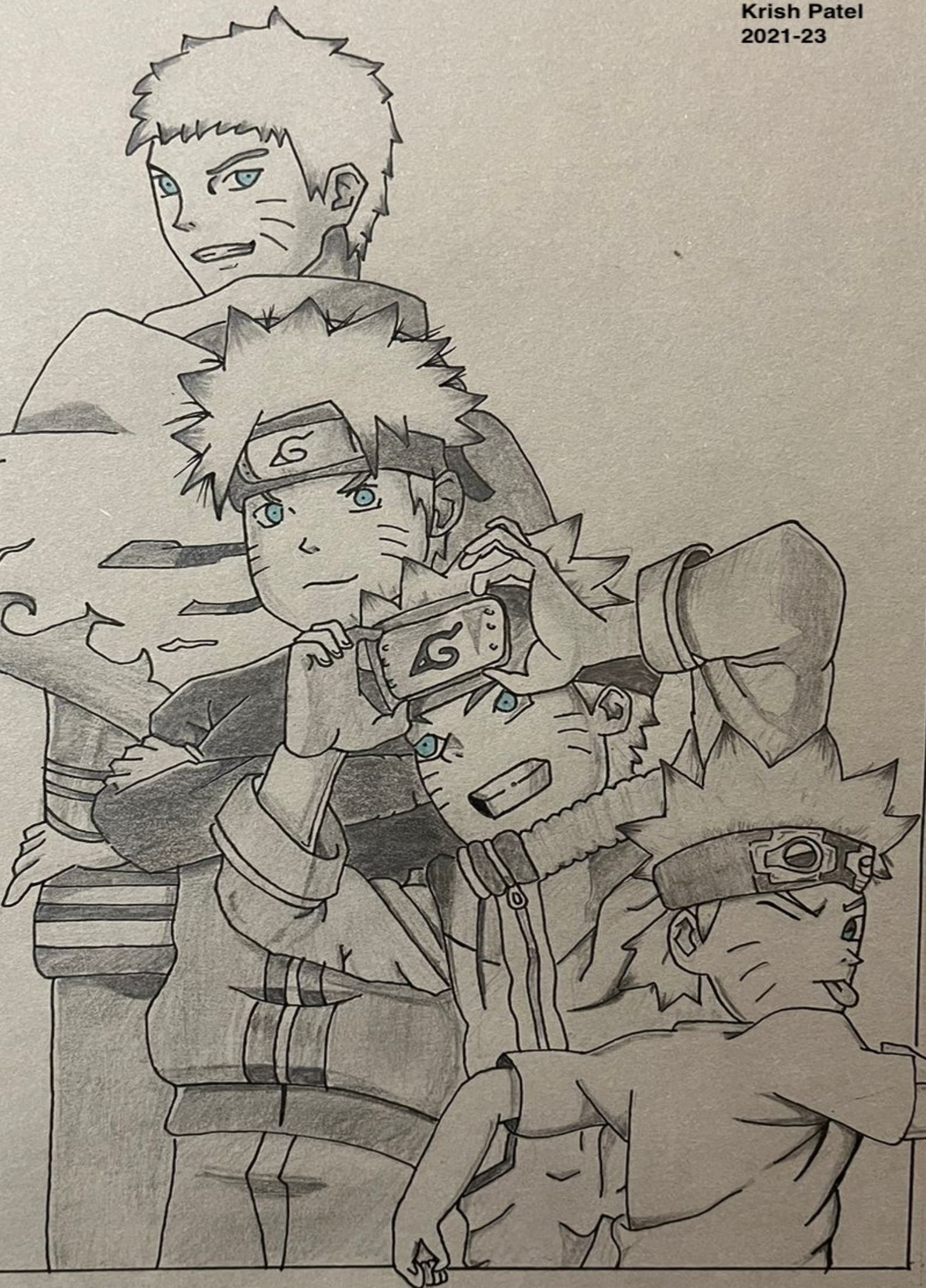
Interest in Business	Interest in Science	Interest in Engineering
English A Lit. HL	English A Lit. SL	English A Lit. SL
Language-B SL	Language-B SL	Language-B SL
Economics HL	BM/Psychology SL	BM/History/Arts SL
BM HL	Chemistry HL	Chemistry HL
Bio/Chem/Phys SL	Bio/Physics HL	Physics HL
Maths AA HL/SL	Maths AA HL	Maths AA HL

Interest in Languages, Mass Media & Law	Interest in Medicine, Social Sciences	Interest in Business & Engineering
English A Lit. HL	English A Lit. SL	English A Lit. SL
Language-B HL	Language-B SL	Language-B SL
Psychology/Arts SL	Psychology HL	Economics HL
BM HL	Biology HL	Chem/BM SL
Bio/Chem SL	Chemistry HL	Physics HL
Maths AA SL	Maths AA SL	Maths AA HL

School Policies

TGS fosters a dynamic culture centred on holistic and inclusive learning; a set of written guidelines are defined to achieve that. These guidelines, central to the implementation of the Diploma Programme, are:

- Admissions Policy
- Language Policy
- Assessment Policy
- Special Educational Needs Policy
- Academic Honesty Policy
- The Communication Model
- The Code of Conduct
- Complaint Policy



Admissions Policy

The Galaxy School (TGS) is an IB World School offering Diploma Programme and serves the educational needs of the community members in Rajkot. The school admits students having academic, personal, social, and emotional needs that can be met by the programs and services offered by the school and who can be integrated into a mainstream classroom subject to availability at the time of admission. Applications for admission are accepted throughout the school year.

Students, as well as the families of students admitted to TGS, are expected to further the Schools Mission and contribute to the TGS Community of Learners.

2.1 Primary Years

Students are placed in the grades appropriate for their age, enabling them to thrive and learn from the rich curriculum. Please see the TGS date-of-birth guidelines included in the application form for further details. Students are offered the Cambridge International Primary Program (CIPP) in grades 1 to 5, with Primary Checkpoint Exams at the end of grade 5. For admission to CIPP Grade 1, students must have completed preschool successfully from any school affiliated with any educational board in India. Their progress should report a minimum ability to take the challenges of the CIPP.

2.2 Middle Years

Admission into primary does not automatically lead to admission into the Middle Years. This will be determined in the final year of grade 5. Students are offered CIPP in Grades 6 to 8, with Secondary Checkpoint Exams at the end of grade 8. The curriculum is structured to accommodate a wide range of academic abilities.

Enrolment is possible anytime during the school year, provided a vacancy exists. Students may be expected to complete a series of diagnostic tests in addition to the school reports for the last two years of the previous school for admission.

2.3 Secondary Years

Students are offered the Cambridge International General Certificate of Secondary Education (IGCSE) programme in grades 9-10. In most subjects, there is a choice between core and extended curricula. IGCSE courses are renowned for developing vital educational skills, including recall of knowledge, oral skills, problem-solving, initiative, teamwork and investigative skills.

At TGS, students are encouraged to study a wide range of subjects at the IGCSE level simultaneously. However, many students take courses from each IGCSE group to follow a broad and balanced curriculum. This leads to the International Certificate of Education (ICE) award. This additional qualification recognises students who pass exams in seven or more subjects, including two languages and one subject from each group.

2.4 Higher Secondary Years

TGS offers the IB Diploma Programme to students in grades 11 and 12. For admission into the IB Diploma Programme, a student must have completed grade 10 successfully from any educational board, namely CIE, CBSE, ICSE or the State Boards in India and the reports that reflect the students ability to take the rigour of challenges of the IB program. Students from CBSE, ICSE, and the State Board must first enrol in the Pre-IB Program offered at TGS. The Pre-IB program aims to train students to

- nurture curiosity and develop skills for inquiry and research
- develop conceptual understanding across a range of disciplines
- use critical and creative thinking skills to analyse complex problems
- approach uncertainty with forethought and determination.

The Pre-IB Program

- is designed for students who have completed Grade 10.
- is a flexible yet comprehensive curriculum with rigorous international standards.
- is a unique approach to trans-disciplinary learning using multiple instructional methodologies and teaching strategies.
- has a global focus with an emphasis on intercultural understanding.
- ensures overall development, including requirements for creativity and community service.
- adapts to the needs of the individual student.
- provides the necessary preparation to succeed in IBDP.

Students seeking admission into the Diploma Programme must demonstrate exemplary academic and work habits and the ability to cope with the requirements posed by the Diploma Programme.

2.5 Special Education Needs

TGS believes in inclusive education and will not discriminate against any student in the admission process. At TGS **NO** child will be denied admission for his learning abilities. At the same time, it is a mainstream school offering limited facilities to students with learning support needs. Students will be verified for their background, socially unacceptable behaviours, and habits that may impact other students. TGS will reserve the right to deny admission in such cases.

2.6 Application Procedures

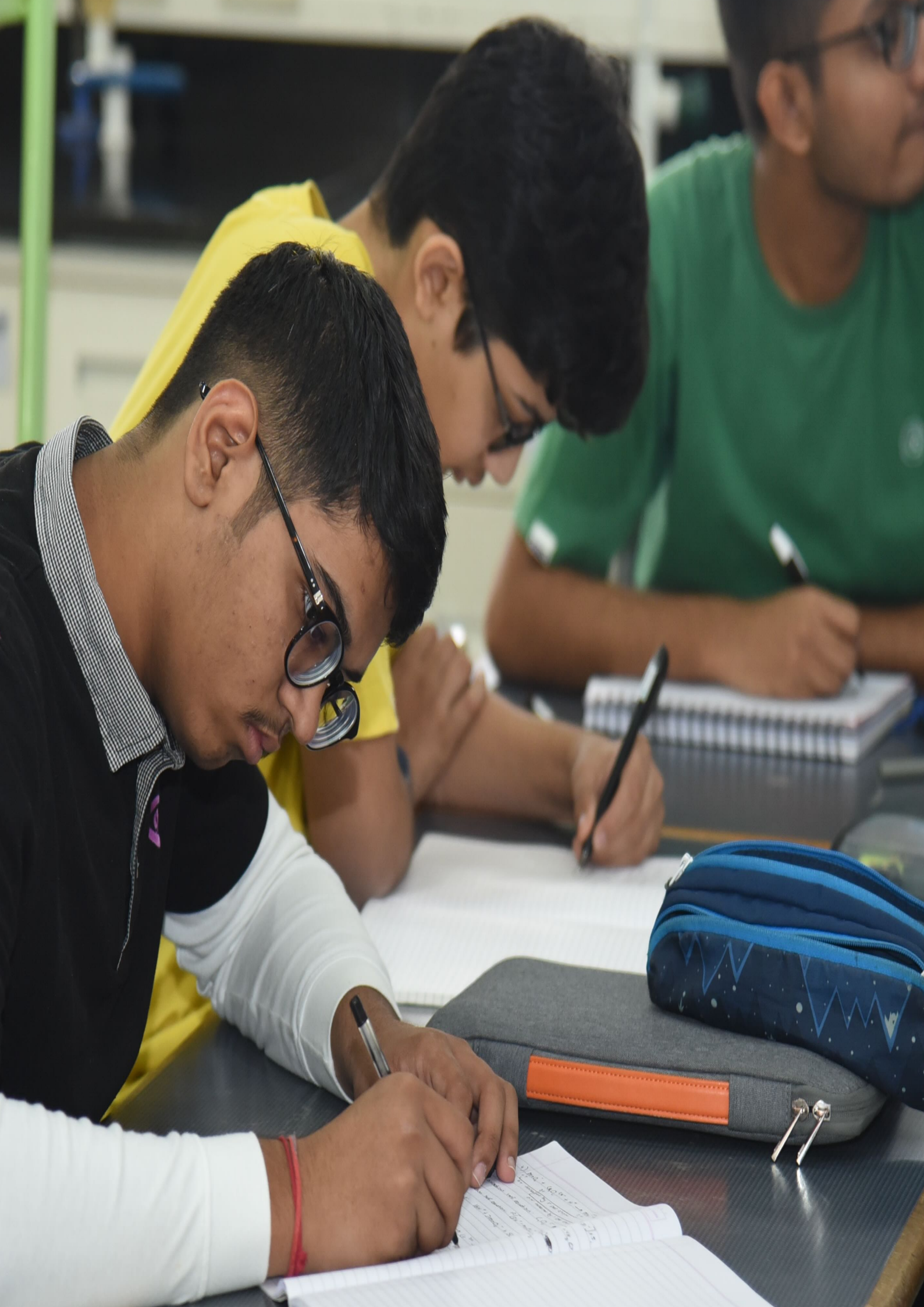
The following admission requirements must be completed before a student is officially enrolled at TGS:

- The application form must be completed in full.
- Records from the previous school(s), including School leaving certificate/Transcripts and LORs, must be on file with the application.
- Transfer candidates must have the same subject combination offered at TGS. All prior records must be shared before the admission is confirmed. Candidates must ensure that the previous school submits the necessary documents directly to the DPC.
- An Interaction with Directors, Principal, and IBDP Team.
- All applicable fees must be paid in full.
- Only upon confirmation and mail from the admission department will the student be allowed to join the classroom.

2.7 Academic Year

The Galaxy School is a November-session School and follows the timeline for its academic calendar.

School year	: 1 st December - 30 th November
Summer break	: May – June (5 weeks)
Diwali break	: as per the Indian Calendar (2 Weeks)
Other leaves and holidays	: as per the school calendar



Language Policy

Introduction

The Galaxy Education System (TGES) extends a diverse range of examinations from various educational boards, catering to state-level, national-level, and international educational curricula. All programs within TGES are conducted in English, fostering an environment that promotes academic success and enables stakeholders to pursue their aspirations. Although English may not be the primary language spoken at home for the majority of our students, it is universally understood by both stakeholders and students. While nearly 99% of our students come from households where Gujarati is the spoken language, it is noteworthy that English terminologies are prevalent in their daily conversations. Despite being spoken at home, English is widely accepted in this region and is not considered foreign by students, teachers, parents, or stakeholders.

English serves as the internal working language for the school, facilitating operational, developmental, governance, and academic activities. To ensure effective communication, the school disseminates circulars and information in both English and Gujarati. The admission policy and other official documents are presented in English to streamline communication among stakeholders.

While English is the medium of instruction, TGES acknowledges the importance of linguistic diversity. The school offers languages such as Gujarati, Hindi, French, and Spanish at various grade levels, reflecting our commitment to inclusivity and recognizing the significance of other languages.

The purpose of this policy is to provide a framework that will ensure the International Baccalaureate Organisations (IBO) values (29) and aims in relation to access and multilingualism (30). The International Baccalaureate Diploma Programme (IBDP) aims to provide knowledge and learning experience that has global significance and that gives students the opportunity to explore the similarities shared by people of all cultures.

TGS has a language policy steering committee comprising language teachers, subject teachers, a librarian, a Diploma Programme Coordinator and the Head

of School, with the purpose of collating the views of the school community, types of mother tongue, demand for foreign languages and to incorporate the requirements of IBDP rules (2) with a plan to meet for updating the policy as and when the need arises.

3.1 Language Philosophy

At TGS, language is a powerful tool for learning, cognition, and self-expression, serving as a marker of cultural and individual identity. The inclusive language policy acknowledges the dual role of every subject teacher as a language teacher, facilitating a multi-lingual environment where students are supported in scaffolding their concepts in bilingual settings, primarily in Gujarati, Hindi, and English, during individual sessions. Classroom environments, however, strictly adhere to English. Subject teachers explain assessment rubrics and emphasize domain-specific vocabulary in English.

Despite strong Gujarati personalities among students, the school encourages the connection to their mother tongue, as proficiency in it facilitates easier learning.

3.2 Aims of Language Policy

The aim of TGS language policy is:

- to create a multi-lingual environment, recognizing the cultural identity embedded in native languages and mother tongues.
- to ensure concepts and discipline-specific idioms remain in English, while multi-lingual mediums are employed for doubt-solving or queries outside the class environment.
- to encourage students to express their views and responses in at least two languages other than English, fostering linguistic and cultural identity and proficiency.

3.3 School Language Profile

Grade 8 onwards

Reading: Closely analyze and infer explicit text content, citing specific textual evidence. Independently comment on themes and central ideas, referencing various aspects of the text.

Writing: Craft arguments, information, or narratives with a form-specific idiom. Organize and present relevant data cohesively, tailored to the task, audience, and purpose.

Speaking and Listening: Participate effectively in diverse conversations, expressing ideas clearly and persuasively. Present information with supporting evidence, utilizing digital media and visual displays appropriately.

Under the existing national curriculum, TGS offers:

- English
- Hindi
- Gujarati
- French (Immersion Program)
- Spanish

At the Secondary Level, TGS offers the following subjects:

- English
- Hindi
- Gujarati
- French (Immersion Program and Intensive Program)¹
- Spanish (Intensive Program)

At the IBDP level, TGS offers the following subjects:

- English Literature (HL and SL)
- Hindi (HL and SL)
- French (SL and ab initio)
- Spanish (ab initio)

Students are encouraged to opt for languages at the HL/ SL level, depending on their ability.

Students primarily communicate in their native language or national language, often incorporating English expressions. English has been their primary language of instruction since pre-primary school. Both teaching and administrative staff predominantly use English for communication. Support staff interactions occur in Gujarati exclusively. While parents mainly communicate in English, they occasionally switch to Gujarati as needed.

¹These programs are offered at our feeder school campus and provide other subjects in the immersion and intensive program language.

3.4 Mother Tongue and the IB Diploma Programme

Access to the curriculum is only available in English to the IB diploma candidates. Official communication from parents, too, is conducted only in English, yet Gujarati and Hindi are often employed to not only aid understanding but also to foster comfort and build rapport.

The school understands that the mother tongue has a very significant role in the acquisition of English as it accelerates the acquisition rate, increases students self-esteem, supports achievement in all areas, and aids intercultural understanding and, eventually, international-mindedness.

All students confidently employ Gujarati or Hindi in the Service component. Students regularly teach Math and English components to underprivileged students in Gujarati during their Community Service sessions. As a part of their service, all these activities are off-campus, and thus, both these languages get optimum exposure.

3.5 The Role of Language A

English holds a pivotal role as Language A in the IBDP at TGS. Serving as the primary language of instruction and official communication at the pre-primary, primary, and secondary levels, English is integral to the academic landscape. In addition to its role in the instructional setting, English is also the language for conducting assessments, both internal and external. Students have been immersed in English since their pre-primary days, establishing a strong foundation for language proficiency.

Bilingual Scaffolding and Enrichment

While English takes precedence, TGS recognizes the importance of scaffolding in a bilingual environment when necessary, catering to individual scenarios. This approach ensures that students comprehend complex concepts effectively, fostering a nuanced understanding of subjects. Intensive activities are strategically designed to reinforce listening, speaking, viewing, presenting, reading, and writing skills, contributing to a holistic language learning experience.

Assessment Patterns

The assessment patterns for Language A are comprehensive, incorporating both internal and external evaluations. Summative assessments are conducted after each unit at the pre-primary level, and in primary and secondary levels, Unit Tests and Term End Assessments are scheduled. This multifaceted approach ensures a thorough evaluation of student's language proficiency and academic skills.

3.5.1 Language A and the Diploma Programme

As students progress to the Diploma Programme, English Literature is offered as Language A to all students. Having studied English Language and Literature as their first language until Grade 10, students naturally opt to continue their Language A studies in English. Group-1 Language A: English Literature at TGS serves as a dynamic and transformative space for intellectual exploration, aesthetic appreciation, and personal growth. Through its rigorous engagement with literary texts, critical inquiry, and creative expression, the curriculum seeks to empower students as discerning readers, thoughtful interpreters, and engaged global citizens, equipping them with the skills, knowledge, and perspectives necessary to navigate the complexities of the contemporary world with insight, empathy, and resilience.

Comprehensive Study of Literary Works

English Literature A at TGS encompasses an extensive study of literary works from diverse cultural, historical, and thematic contexts. Students delve into canonical texts, modern classics, and contemporary literature, examining themes, character dynamics, narrative structures, and stylistic elements with depth and insight. Through close reading, textual analysis, and interpretation, students develop analytical acumen and literary appreciation, honing their ability to discern underlying meanings and interpretive possibilities within the texts.

Exploration of Literary Traditions and Movements

The English Literature A curriculum at TGS invites students to explore a broad spectrum of literary traditions, movements, and genres, spanning different time periods and geographical regions and traverse diverse literary landscapes, gaining insights into the socio-cultural contexts, philosophical underpinnings, and aesthetic innovations that shape literary expression. This expansive exploration fosters a nuanced understanding of the interplay between literature, society, and individual identity, cultivating global-mindedness and cultural literacy among students.

Critical Analysis and Interpretive Skills

Students are encouraged to engage critically with texts, interrogating themes, motifs, symbols, and narrative techniques to uncover deeper layers of meaning and significance. Through seminars, discussions, and written assignments, students develop the ability to construct coherent arguments, articulate informed perspectives, and substantiate their interpretations with textual evidence and literary theory. This rigorous intellectual engagement fosters intellectual autonomy, analytical agility, and a lifelong appreciation for the transformative power of literature.

Integration of Contextual and Intertextual Perspectives

TGS emphasizes the integration of contextual and intertextual perspectives, situating literary works within broader historical, cultural, and intellectual contexts. Students explore the interconnections between texts, authors, and

literary movements, tracing thematic motifs, intertextual references, and narrative conventions across diverse literary traditions. Through comparative analysis and contextual inquiry, students develop a nuanced understanding of the dynamic interplay between text and context, fostering a critical awareness of the multiplicity of interpretations and ideological implications inherent in literary discourse.

Promotion of Creative Expression and Personal Reflection

TGS encourages students to engage in creative expression and personal reflection, nurturing their imaginative faculties and emotional intelligence. Through creative writing assignments, dramatic performances, and reflective essays, students explore their own literary voices, responding creatively and empathetically to the texts they encounter. This emphasis on creative expression fosters emotional literacy, self-awareness, and empathy, enabling students to develop a deeper connection with themselves and the world around them through the medium of literature.

3.5.2 Language B and the Diploma Programme

Group-2 languages play a vital role in fostering multilingualism, intercultural understanding, and communicative competence among students. The study of Hindi, French, and Spanish as Language B subjects enriches students' linguistic repertoire, expands their cultural horizons, and deepens their appreciation of global diversity. Students studying Hindi, French, or Spanish as Language B engage with a rich tapestry of literary, cultural, and linguistic traditions, exploring themes, genres, and linguistic structures unique to Hindi, French, and Spanish-speaking societies. Through the study of aspects of literature, cinema, and cultural artefacts, students gain insights into the socio-historical contexts, aesthetic sensibilities, and linguistic nuances that shape these languages and identities.

Promotion of Communicative Proficiency

Across all Group-2 languages, TGS emphasizes the development of communicative proficiency through integrated language skills practice. Students engage in a variety of communicative activities, including role-plays, debates, presentations, and collaborative projects, designed to enhance their speaking, listening, reading, and writing abilities in the target language. By actively participating in authentic communicative tasks, students acquire practical language skills, build confidence in their ability to express themselves effectively and develop intercultural sensitivity in their interactions with speakers of the target language.

Hindi Week is celebrated with enthusiasm, featuring various contests such as Slogans and Essay Writing. This annual celebration accelerates student learning and involvement in Hindi, reinforcing the cultural richness associated with the language.

Language B (Hindi, French, and Spanish) in the IBDP at TGS serves as a gateway to linguistic proficiency, cultural enrichment, and global citizenship.

By engaging with diverse linguistic and cultural traditions, students develop the skills, knowledge, and perspectives necessary to thrive in an increasingly interconnected and multicultural world, embracing the values of intercultural understanding, empathy, and respect for diversity.

3.6 Academic Literacy in the Diploma Program

The IB Diploma Programme at TGS places a significant emphasis on academic literacy, recognizing that written assignments extend beyond grammatical correctness and linguistic proficiency. Academic literacy involves a disciplined use of language specific to research needs, requiring students to:

- understand the nuances of academic writing.
- clarify discipline-specific and research idioms.
- apply this idiom to their assignment-specific requirements.
- annotate, organize, and mould diverse ideas into cohesive wholes.
- communicate research ideas clearly and crisply.
- reference and annotate various resources in a structured format.

This approach not only aligns with the IBDP standards but also prepares students for the rigorous academic expectations beyond the diploma program.

3.7 Communication of the Language Policy to the School Community

Effective communication of the language policy is paramount to ensuring clarity, understanding, and active participation among all stakeholders within TGS. The dissemination of information extends beyond mere announcements to embody a collaborative and inclusive process that involves diverse perspectives and encourages ongoing engagement. The following strategies are employed to facilitate comprehensive communication and active involvement in the design and implementation of the language policy:

Orientation Sessions

Orientation sessions serve as foundational platforms for introducing the language policy to new students, parents, and faculty members entering the TGES community. These sessions provide an overview of the policy's key tenets, objectives, and implications, fostering a shared understanding among participants. Moreover, interactive discussions and Q&A sessions are incorporated to address queries, clarify misconceptions, and solicit feedback from attendees.

Publication and Documentation

The language policy is documented and made readily accessible to all stakeholders through various channels. Detailed information regarding the policy's scope, principles, and procedures is published in school handbooks, newsletters, and official documents. Additionally, the policy is prominently displayed on the TGS website and distributed through digital platforms, ensuring widespread visibility and accessibility to the entire school community.

Assessment Policy

4.1 Principles and Philosophy

At TGS, we believe that assessment is integral to planning, teaching & learning. It is an ongoing process which brings forth evidence of achievement as well as provides timely feedback to students. Assessments facilitate teachers to identify individual student's strengths and areas of concern in relation to the curriculum outcomes and reflect on their teaching & learning strategies as well. The focus of assessment practices (33) is also gathering, analysing information and reporting at regular intervals to all the stakeholders as well as catering to the individual learning needs & requirements.

Assessment, as an essential feedback strategy, is then practised collectively by students and teachers in varied formats.

4.2 Types of Assessment

4.2.1 Assessment

Assessment at TGS is all about measuring students' characteristics and learning. There are a variety of techniques to understand students' learning and report on their achievements. A good policy and assessment practices (34) act as a framework to test a student's understanding and development.

Assessment policy describes the approaches that are used by the school/ organisation in its assessment practices. It is an integral part of the school policy and a tool to inform parents, students, and the school community about the curriculum, learning outcomes, and progress.

4.2.2 Diagnostic Assessment

The diagnostic aims to identify students' strengths and weaknesses, helping teachers tailor their instruction and support to meet the individual needs of each student. The process involves evaluating students' understanding of key concepts and skills at the beginning of a unit or course. These assessments are designed to be low-stakes and are not considered for grade awards.

Diagnostic assessments can also be used to evaluate the effectiveness of teaching methods and materials. Teachers use the results of these assessments to reflect on their instructional practices and make adjustments to better support student learning.

Examples of diagnostic assessments include:

- A diagnostic quiz that covers the key concepts and skills from the previous year's math syllabus, helping the teacher identify any gaps in students' understanding and determine if any remediation is needed before moving on to new material.
- A pre-test that assesses students' reading comprehension and writing skills, helping the teacher identify areas where students may need extra support, such as in analyzing literary devices or developing persuasive writing skills.
- A lab practical that assesses students' ability to use scientific inquiry skills, such as designing experiments and collecting and analyzing data helping the teacher identify any areas where students may need additional support or instruction in the scientific process.
- A diagnostic essay that requires students to analyze a historical event or period using primary and secondary sources, helping the teacher identify any gaps in students' historical knowledge or critical thinking skills and provide targeted support to help them improve.

4.2.3 Formative Assessment

The primary purpose of formative assessment at TGS is to generate awareness about the current level of students' strengths and weaknesses for the expected set of knowledge and skills. The feedback gathered hence, drives the improvisations needed to enhance the pedagogical practices and customised approaches for all the students. These assessments could either be informed or uninformed to the students.

Methods of assessment involving direct interaction between teacher and student are particularly encouraged. It is critical that formative assessment correctly identifies the knowledge, skills, and understanding that students should develop about the current topic and sub-topic of the curriculum. Teachers select assessment tools. The choice of tool depends on the learning style of the student and the topic being assessed.

Examples of formative assessments include:

- Students to draw a concept map in class to represent their understanding of a topic
- Tests (oral and written)

- Question and answer
- Quizzes
- Homework exercises from the textbook
- Presentations
- Group discussions
- Lab work
- Debates
- Project work / Investigations
- Fieldwork

Homework policy

Homework is an integral part of the formative assessment process at TGS. Usually, students will have 2 hours of daily homework, which may include written work, reading, or research. Teachers understand that sometimes events at home may prevent the completion of homework; notification for the same is appreciated. If a student consistently fails to submit the homework assignments, parents will be informed by the advisor or the subject teacher.

If absent at school, it is the students' responsibility to complete homework or classwork that may have been assigned during their absence. Students can approach the subject teacher to clear their doubts. Additional time may be allotted to complete the unfinished work.

4.2.4 Summative Assessment

Summative Assessment at TGS is used for varied purposes, including the provision of information about students' achievement and to evaluate the individual preparedness for the final DP exam and act as a driving force for reform of learning practices if needed. Summative assessment is not just an activity conducted after learning has taken place but will be designed to have an integrated role in the teaching and learning of a subject. The results of the summative assessment influence the strategies used for formative assessments. It also helps students in reviewing the choices regarding the levels chosen.

Summative tasks at TGS will be assessed based on subject criteria.

Examples of Summative tasks include:

- Periodic tests
- Term-end exams

- Year-end exams
- Essays
- Investigations/experiments
- Presentations

Teachers refer to the appropriate subject guide, which explains the specific assessment model and practices for the subject. Student work is assessed against the grade descriptors set out in the grade descriptor documents for subject areas. DP student work is assessed using the IB scale of 1 to 7 with reference to the relevant subject criteria.

The school has internal exams for IBDP students in accordance with the following schedule:

Month	Year	Exam
February	IBDP 1	Unit Test - 1 covers material to date and is formative in nature.
April	IBDP 1	Term-end Exam - 1 covers material to date assessed in line with IBDP criteria and curriculum.
August	IBDP 1	Unit Test - 2 covers material to date and is formative in nature.
October	IBDP 1	Year-end Exam based on past IBDP questions and assessed using relevant mark scheme.
January	IBDP 2	Unit Test - 3 covers material to date and is formative in nature.
March	IBDP 2	Unit Test - 4 cover material to date and is formative in nature.
June	IBDP 2	Pre-Mock Exam using past IBDP papers and marked in accordance with the available mark scheme.
September	IBDP 2	Mock exam using past IBDP papers and marked in accordance with the available mark scheme.

4.3 Academic Honesty

Academic honesty is taken seriously at TGS. Students are provided with good working knowledge of citation and plagiarism, as well as knowledge of what constitutes cheating or malpractice. Students who intentionally engage in academically dishonest behaviour will have consequences ranging from no mark given for tasks to formal meetings with parents and advisory. In the case of serious malpractice for work done in any examinations, serious consequences may be employed.

Please refer to the TGS Academic Honesty Policy for further details.

4.4 Submission of students' work

Timely submission of tasks assigned is vital for it to be effective in students learning and formative assessment process. The deadline for submission is

clearly communicated to the students at the time of assigning the task. Students are informed of consequences and school expectations for academic work in the School handbook, which is distributed at the start of each school year.

- Students will always be given adequate time to complete assignments, provided they plan their work schedule effectively.
- Failure to submit the assigned work, whether assessed by the school or by the IBO, at the scheduled time will be reported by the teachers to the advisory and DPC. Advisory will then report the same to parents.
- Students may use their non-instructional time during school hours for the completion of any assigned tasks.
- Late submission post the school deadline will lead to no feedback.
- Submission of any externally assessed/moderated components will neither be accepted nor uploaded to IBO by the school after the end of July.

4.4.1 Absenteeism during Assessments

Absenteeism of students from Unit Tests, Term-end or Year-end Assessments is dealt with by the respective Advisor, Subject Teacher, and the IBDPC. The marks for the specific test will be prorated if the absence is informed by the parents and approved by the advisor. There is no provision for a re-test.

The valid reasons for missing the assessment are limited to:

- Representing TGS at national-level tournaments.
- Illness. A medical certificate is required stating the nature of the illness.

Concerning the IBDP examination, the policies set by the IBO will be applicable.

4.5 Assessment documentation

4.5.1 Recording

Recordkeeping helps to

- check the student progress and ensure that the curriculum guarantees continuity and progression from term to term;
- provide teachers with information which helps reflect upon plans, the allocation of resources and teaching methods to be evaluated and modified where appropriate;
- provide feedback to the student as well as forms a basis for discussion

about their strengths, weaknesses and areas for future focus;

- provide evidence for discussion with parents about the attainment and achievement of their children;

Ways of recording information about student learning:

- Records of results
- Reports (term-end and year-end)
- Examples of students' work
- Examples of students' evaluation

The recording of the formative and summative assessment is done using the ManageBac portal.

Assessment	Record	Progress
Tests	Correction/discussion in class	Shared with the advisor.
Exams	Corrected by teachers	Parent-teacher meetings.
Lab activity	Discussion in small groups	Direct feedback from the teacher.
Internal assessment	Individual feedback	Grading by using rubrics.

4.5.2 Reporting

Forms of Formal reporting:

- Consultation sessions are held at term-end and year-end exams, where parents are offered time for a one-on-one discussion with all the teachers. If parents cannot make it on that day, a separate mutually convenient time is fixed.
- Parents will be provided with three reports (term-end, year-end, mock exam results), which will include teachers' feedback, marks scored and grades. These reports will be available on tgs.managebac.com portal.
- Additionally, if required, parents may be called for a meeting to review students' performance based on formative assessment.

During reporting periods (end of term/year 1 and 2), students will receive criterion-related grades on a scale of 1 to 7. General grade descriptors provide written descriptions of each of the grades from 1 to 7. In order to determine the term and final grades for the Diploma program, each subject teacher will apply the final criterion levels against IB DP grade scale.

Month/ year	Types of Reports	Attendees
April, year 1	First term-end assessment	Parents, student, subject teachers
December, year 1	Year-end assessment	Parents, student, subject teachers
June, year 2	Pre-Mock Exam	Parents, student, subject teachers
September, year 2	Mock exam	Parents, student, subject teachers

The weight of assessments for the IBDP-1 report card is as follows:

Assessment	Weight
Unit Tests	05%
Homework	05%
Term-End Exam	15%
Year-End Exam	25%

The weight of assessments for the predicted grades is as follows:

Assessment	Weight
Unit Tests	05%
Homework	05%
Term-End Exam	15%
Year-End Exam	25%
Mock Tests	50%

The grade boundaries are calculated individually by the subject teachers for their respective subjects.

4.6 Grading @ IBO

The Diploma program assessment model is also described as criterion-related as it is based upon predetermined criteria that all students have access to. The Diploma Program identifies a set of objectives for each subject group, which are directly related to the assessment criteria of that particular subject group. The level of students achieving the assessment objectives of each subject group is measured in terms of levels of achievement described in each assessment

criterion.

In the IB Diploma Programme at TGS, student’s examination performance in individual subjects is scored on a scale of 1 to 7 points with a further 3 points available based on a matrix of performance in Theory of Knowledge (ToK) and the Extended Essay (EE).

IB subjects are marked according to the following scale at TGS:

7	6	5	4	3	2	1
Excellent	Very good	Good	Satisfactory	Mediocre	Poor	Very poor

The ToK course and the Extended Essay are graded according to the following scale at TGS:

A	B	C	D	E
Excellent	Good	Satisfactory	Mediocre	Elementary

The mentioned descriptors and grading criteria are regularly reiterated during the course of the school-based assessment.

4.6.1 Enquiry Upon Results

IBO offers a range of services through Enquiry Upon Result (EUR) after each exam session. IBDPC can apply on the student’s behalf to remark externally assessed material for an individual candidate.

The following EUR categories are available:

Category-1 remark: The remark of externally assessed material for an individual candidate for a fee.

- Parents’ consent is a must before applying for EUR Cat-1 remark.
- The marks and grades may be lowered or raised.

Category-1 report: A report on category-1 remark for an individual candidate.

- The marks or grades will not change.
- EUR Cat-1 remark is a prerequisite to apply for EUR category-1 report.

Category-2A: The return of externally assessed material by component for all students.

- The marks or grades will not change.

Category-2B: The return of externally assessed material by subject/level for

an individual student.

- The marks or grades will not change.

Category-3 re-moderation: The re-moderation of marks for internal assessment by subject/level.

- The marks and grades may be raised but will not be lowered.
- The school will decide on applying for category-3 re-moderation.

2024 TGS Academic Calendar:- Batch 2024-25

January		February		March		April		May		June	
1 Mon	New Year	1 Thu		1 Fri		1 Mon		1 Wed		1 Sat	Term begins for teachers
2 Tue	Elections	2 Fri		2 Sat		2 Tue		2 Thu	Summer Break begins	2 Sun	
3 Wed		3 Sat		3 Sun		3 Wed	Term-end Exam - 1	3 Fri		3 Mon	
4 Thu		4 Sun		4 Mon		4 Thu		4 Sat		4 Tue	
5 Fri		5 Mon	Unit Test - 1	5 Tue		5 Fri		5 Sun		5 Wed	
6 Sat		6 Tue		6 Wed	EE: Introduction	6 Sat		6 Mon		6 Thu	Term begins for students
7 Sun		7 Wed		7 Thu		7 Sun		7 Tue		7 Fri	
8 Mon		8 Thu		8 Fri	Holi	8 Mon		8 Wed		8 Sat	
9 Tue		9 Fri		9 Sat		9 Tue		9 Thu		9 Sun	
10 Wed		10 Sat		10 Sun		10 Wed		10 Fri		10 Mon	
11 Thu		11 Sun		11 Mon		11 Thu		11 Sat		11 Tue	
12 Fri		12 Mon		12 Tue		12 Fri		12 Sun		12 Wed	EE: Subject Selection
13 Sat		13 Tue		13 Wed		13 Sat		13 Mon		13 Thu	
14 Sun	Uttarayan	14 Wed		14 Thu		14 Sun		14 Tue		14 Fri	
15 Mon		15 Thu		15 Fri		15 Mon		15 Wed		15 Sat	
16 Tue		16 Fri		16 Sat		16 Tue		16 Thu		16 Sun	EE: Teachers' Meeting
17 Wed		17 Sat		17 Sun		17 Wed		17 Fri		17 Mon	
18 Thu		18 Sun		18 Mon		18 Thu		18 Sat		18 Tue	
19 Fri		19 Mon		19 Tue		19 Fri	CAS Interview	19 Sun		19 Wed	
20 Sat		20 Tue		20 Wed		20 Sat		20 Mon		20 Thu	
21 Sun		21 Wed		21 Thu		21 Sun		21 Tue		21 Fri	
22 Mon		22 Thu		22 Fri		22 Mon		22 Wed		22 Sat	
23 Tue		23 Fri		23 Sat		23 Tue		23 Thu		23 Sun	
24 Wed		24 Sat	Cultural Fest	24 Sun		24 Wed		24 Fri		24 Mon	
25 Thu		25 Sun		25 Mon		25 Thu		25 Sat		25 Tue	
26 Fri	Republic Day	26 Mon		26 Tue		26 Fri		26 Sun		26 Wed	
27 Sat		27 Tue		27 Wed		27 Sat	PTM	27 Mon		27 Thu	
28 Sun		28 Wed		28 Thu		28 Sun	Economics IA-1: Final submission	28 Tue		28 Fri	
29 Mon		29 Thu		29 Fri		29 Mon		29 Wed		29 Sat	
30 Tue				30 Sat		30 Tue		30 Thu		30 Sun	
31 Wed				31 Sun	Economics IA-1: 1 st draft	31 Fri		31 Fri			

2024 TGS Academic Calendar:- Batch 2024-25

July		August		September		October		November		December	
1 Mon		1 Thu		1 Sun		1 Tue		1 Fri		1 Sun	
2 Tue		2 Fri		2 Mon		2 Wed		2 Sat		2 Mon	TOK Exhibition: 1 st draft
3 Wed		3 Sat		3 Tue		3 Thu		3 Sun		3 Tue	
4 Thu		4 Sun		4 Wed		4 Fri		4 Mon		4 Wed	
5 Fri		5 Mon		5 Thu		5 Sat		5 Tue		5 Thu	
6 Sat		6 Tue		6 Fri		6 Sun		6 Wed		6 Fri	
7 Sun		7 Wed		7 Sat		7 Mon		7 Thu		7 Sat	
8 Mon		8 Thu		8 Sun		8 Tue		8 Fri		8 Sun	
9 Tue		9 Fri		9 Mon		9 Wed	CAS Interview	9 Sat		9 Mon	EE: Interim reflection (Hindi)
10 Wed		10 Sat		10 Tue		10 Thu		10 Sun		10 Tue	
11 Thu		11 Sun		11 Wed		11 Fri		11 Mon		11 Wed	
12 Fri		12 Mon		12 Thu		12 Sat		12 Tue		12 Thu	
13 Sat		13 Tue		13 Fri		13 Sun		13 Wed		13 Fri	
14 Sun		14 Wed		14 Sat		14 Mon	Year-end Exam	14 Thu		14 Sat	
15 Mon		15 Thu	Independence Day	15 Sun	Psychology IA: 1 st draft	15 Tue		15 Fri		15 Sun	TOK Exhibition: Final submission
16 Tue		16 Fri		16 Mon		16 Wed		16 Sat		16 Mon	
17 Wed		17 Sat		17 Tue		17 Thu		17 Sun		17 Tue	
18 Thu		18 Sun		18 Wed	EE: First reflection (Hindi)	18 Fri		18 Mon		18 Wed	
19 Fri		19 Mon	Unit Test - 2	19 Thu		19 Sat		19 Tue		19 Thu	Chemistry IA: 1 st draft
20 Sat		20 Tue		20 Fri		20 Sun		20 Wed		20 Fri	
21 Sun		21 Wed		21 Sat		21 Mon		21 Thu		21 Sat	
22 Mon		22 Thu		22 Sun		22 Tue		22 Fri		22 Sun	
23 Tue		23 Fri		23 Mon		23 Wed		23 Sat		23 Mon	
24 Wed		24 Sat		24 Tue		24 Thu		24 Sun		24 Tue	
25 Thu		25 Sun		25 Wed		25 Fri		25 Mon		25 Wed	
26 Fri		26 Mon		26 Thu		26 Sat		26 Tue	Economics IA-2: Final submission	26 Thu	TOK Exhibition
27 Sat		27 Tue		27 Fri		27 Sun		27 Wed	PTM	27 Fri	
28 Sun		28 Wed		28 Sat		28 Mon	Economics IA-2: 1 st draft	28 Thu		28 Sat	
29 Mon		29 Thu		29 Sun	Psychology IA: Final submission	29 Tue		29 Fri		29 Sun	
30 Tue		30 Fri		30 Mon		30 Wed		30 Sat		30 Mon	
31 Wed		31 Sat				31 Thu				31 Tue	

2025

TGS Academic Calendar:- Batch 2023-25

January		February		March		April		May		June	
1	Wed New Year	1	Sat	1	Sat	1	Tue	1	Thu Summer Break begins	1	Sun
2	Thu	2	Sun	2	Sun	2	Wed	2	Fri	2	Mon
3	Fri	3	Mon English IOE	3	Mon Unit Test - 4	3	Thu	3	Sat	3	Tue
4	Sat	4	Tue	4	Tue	4	Fri	4	Sun	4	Wed
5	Sun	5	Wed	5	Wed	5	Sat Computer Science IA: First draft	5	Mon	5	Thu Pre-Mock Exams
6	Mon Biology IA: First draft	6	Thu	6	Thu	6	Sun	6	Tue	6	Fri
7	Tue	7	Fri	7	Fri	7	Mon	7	Wed	7	Sat
8	Wed	8	Sat EE: Interim reflection	8	Sat	8	Tue	8	Thu	8	Sun
9	Thu	9	Sun	9	Sun	9	Wed	9	Fri IBDP May-2025 Examination: Hindi	9	Mon
10	Fri	10	Mon	10	Mon	10	Thu	10	Sat	10	Tue
11	Sat	11	Tue	11	Tue	11	Fri	11	Sun	11	Wed
12	Sun	12	Wed	12	Wed	12	Sat	12	Mon	12	Thu
13	Mon	13	Thu	13	Thu	13	Sun Maths IA: First draft	13	Tue	13	Fri
14	Tue Uttarayan	14	Fri	14	Fri	14	Mon	14	Wed	14	Sat
15	Wed	15	Sat Biology IA: Final submission	15	Sat	15	Tue	15	Thu	15	Sun
16	Thu Hindi IOE	16	Sun	16	Sun	16	Wed	16	Fri	16	Mon
17	Fri	17	Mon	17	Mon	17	Thu	17	Sat	17	Tue
18	Sat	18	Tue	18	Tue	18	Fri	18	Sun	18	Wed
19	Sun Chemistry IA: Final submission	19	Wed	19	Wed	19	Sat TOK Essay: First draft	19	Mon	19	Thu
20	Mon	20	Thu	20	Thu	20	Sun	20	Tue	20	Fri
21	Tue	21	Fri	21	Fri	21	Mon	21	Wed	21	Sat
22	Wed	22	Sat Physics IA: First draft	22	Sat	22	Tue	22	Thu	22	Sun
23	Thu	23	Sun	23	Sun	23	Wed French IOE	23	Fri	23	Mon
24	Fri Unit Test - 3	24	Mon Physics IA: Final submission	24	Mon	24	Thu	24	Sat	24	Tue
25	Sat	25	Tue Holi	25	Tue	25	Fri Spanish IOE	25	Sun	25	Wed
26	Sun Republic Day	26	Wed PTM	26	Wed	26	Sat	26	Mon	26	Thu
27	Mon	27	Thu	27	Thu	27	Sun	27	Tue	27	Fri
28	Tue	28	Fri Hindi EE Submission	28	Fri	28	Mon Economics IA-3: Final submission	28	Wed	28	Sat
29	Wed	29	Sat	29	Sat	29	Tue	29	Thu	29	Sun
30	Thu	30	Sun	30	Sun	30	Wed	30	Fri	30	Mon
31	Fri	31	Mon BM IA: First draft	31	Mon	31	Thu	31	Sat	31	Tue

2025

TGS Academic Calendar:- Batch 2023-25

July		August		September		October		November		December	
1 Tue		1 Fri		1 Mon	1 Wed	1 Sat	1 Mon	1 Sat	1 Mon	1 Mon	
2 Wed		2 Sat	Maths IA: Final submission	2 Tue	2 Thu	2 Sun	2 Thu	2 Sun	2 Tue	2 Tue	
3 Thu		3 Sun		3 Wed	3 Fri	3 Mon	3 Fri	3 Mon	3 Wed	3 Wed	
4 Fri		4 Mon	Submission: English HL Essay	4 Thu	4 Sat	4 Tue	4 Sat	4 Thu	4 Thu	4 Thu	
5 Sat	TOK Essay: Final submission	5 Tue		5 Fri	5 Sun	5 Wed	5 Sun	5 Wed	5 Wed	5 Fri	
6 Sun		6 Wed		6 Sat	6 Mon	6 Thu	6 Mon	6 Thu	6 Thu	6 Sat	
7 Mon		7 Thu		7 Sun	7 Tue	7 Fri	7 Tue	7 Fri	7 Sun	7 Sun	
8 Tue		8 Fri		8 Mon	8 Wed	8 Thu	8 Wed	8 Sat	8 Mon	8 Mon	
9 Wed		9 Sat	History IA: First draft	9 Tue	9 Thu	9 Sun	9 Thu	9 Sun	9 Tue	9 Tue	
10 Thu		10 Sun		10 Wed	10 Fri	10 Mon	10 Fri	10 Mon	10 Wed	10 Wed	
11 Fri		11 Mon		11 Thu	11 Sat	11 Tue	11 Sat	11 Tue	11 Thu	11 Thu	
12 Sat	CS IA: Final submission	12 Tue		12 Fri	12 Sun	12 Wed	12 Sun	12 Wed	12 Fri	12 Fri	
13 Sun		13 Wed		13 Sat	13 Mon	13 Thu	13 Mon	13 Thu	13 Sat	13 Sat	
14 Mon		14 Thu		14 Sun	14 Tue	14 Fri	14 Tue	14 Fri	14 Sun	14 Sun	
15 Tue		15 Fri	Independence Day	15 Mon	15 Wed	15 Sat	15 Wed	15 Sat	15 Mon	15 Mon	
16 Wed		16 Sat		16 Tue	16 Thu	16 Sun	16 Thu	16 Sun	16 Tue	16 Tue	
17 Thu		17 Sun		17 Wed	17 Fri	17 Mon	17 Fri	17 Mon	17 Wed	17 Wed	
18 Fri		18 Mon	BM IA: Final submission	18 Thu	18 Sat	18 Tue	18 Sat	18 Tue	18 Thu	18 Thu	
19 Sat	EE: Final submission	19 Tue		19 Fri	19 Sun	19 Wed	19 Sun	19 Wed	19 Fri	19 Fri	
20 Sun		20 Wed		20 Sat	20 Mon	20 Thu	20 Mon	20 Thu	20 Sat	20 Sat	
21 Mon		21 Thu		21 Sun	21 Tue	21 Fri	21 Tue	21 Fri	21 Sun	21 Sun	
22 Tue		22 Fri		22 Mon	22 Wed	22 Sat	22 Wed	22 Sat	22 Mon	22 Mon	
23 Wed		23 Sat		23 Tue	23 Thu	23 Sun	23 Thu	23 Sun	23 Tue	23 Tue	
24 Thu		24 Sun		24 Wed	24 Fri	24 Mon	24 Fri	24 Mon	24 Wed	24 Wed	
25 Fri		25 Mon		25 Thu	25 Sat	25 Tue	25 Sat	25 Tue	25 Thu	25 Thu	
26 Sat	EE: Final reflection	26 Tue		26 Fri	26 Sun	26 Wed	26 Sun	26 Wed	26 Fri	26 Fri	
27 Sun		27 Wed		27 Sat	27 Mon	27 Thu	27 Mon	27 Thu	27 Sat	27 Sat	
28 Mon		28 Thu		28 Sun	28 Tue	28 Fri	28 Tue	28 Fri	28 Sun	28 Sun	
29 Tue		29 Fri		29 Mon	29 Wed	29 Sat	29 Wed	29 Sat	29 Mon	29 Mon	
30 Wed		30 Sat	History IA: Final submission	30 Tue	30 Thu	30 Sun	30 Thu	30 Sun	30 Tue	30 Tue	
31 Thu		31 Sun		30 Tue	31 Fri		31 Fri		31 Wed	31 Wed	



Inclusion Policy

Purpose

The Inclusion Policy aims to create a framework providing the required facilities and resources to suit the learning requirements of every student. TGS believes in identifying, accepting and accommodating the diversity among the learners to achieve the standards set by IBO. The Inclusion Policy aims to recognize and describe the responsibility of identifying and providing support for students with special educational needs (SEN) not addressed within the parameters of the taught curriculum.

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers (31).”

5.1 Philosophy

TGS firmly believes that every student is unique and has particular needs, interests, strengths, and potential to thrive academically, socially and emotionally through removing barriers to learning and participation and, at the same time, acknowledging that diversity among learners is a valuable factor in building inclusive communities.

TGS accepts that inclusion guides and informs school policies, guidelines, resource procurement, distribution and development to nurture an inclusive culture providing multiple opportunities for teaching and learning for its stakeholders.

5.2 Special Educational Needs (SEN)

The term “special educational needs” refers to students having significant difficulty in learning compared to other students of the same age. Examples of SEN include students with a diagnosis of

- Autistic spectrum and language disorders

- Dyslexia, Dysgraphia, and Dyscalculia
- Attention Deficit Hyperactivity Disorder(ADHD)
- Attention Deficit Disorder (ADD)
- Anxiety Disorders
- Physical and Sensory needs.

The circumstances which are not classified as SEN, but may hinder progress and attainment, are:

- Attendance/Punctuality
- Behavioral difficulties
- English as a second language

5.3 Admission of Students with SEN

Students seeking admission to IBDP come from within TGES. TGS is thus well aware of these students' SEN requirements, if any. For the students joining from other educational institutes, a background check, transcripts, a diagnostic test, and a personal interview with the IBDP team help identify students with SEN. TGS reiterates that

- TGS is open to all students seeking to experience IBDP.
- NO child will be denied admission to the IB Diploma Programme based on any learning ability/disability.

The Counselling Centre (CC) at TGS caters to the needs of students for all types of learners, be it gifted or special. The counselling centre is currently in the capacity-building phase. The school psychologist and the CC together can assess students for Dyslexia, Dyscalculia, ADD, ADHD, Anxiety Disorders, and OCD and also perform social-emotional tests for guidance.

However, as the teachers at TGS gradually receive the necessary training over the next few years, the students with SEN requirements will be admitted at the discretion of the HOS in consultation with the counselling centre.

TGS follows the following procedure to assist students with SEN:

- The subject teachers have the responsibility to identify the learning difficulty in their respective classes.
- The teachers then inform the advisor and IBDPC and may approach the CC for further guidance.

- The teacher prepares an individualized educational plan (IEP) to address the challenge in consultation with the CC.
- The advisor informs the parents about the nature and intensity of the learning difficulty.
- The teacher shares the process and progress of IEP with the parents during the parent-teacher meetings scheduled periodically.

5.4 Roles and Responsibilities of Stakeholders

HOS:

- Appoint experienced and qualified counselling and clinical psychologists to develop and execute the inclusion policy.
- Monitor SEN provisions in the school (31).
- Monitor the effectiveness of the inclusion policy and procedures.

Admissions Team:

- Liaise with the Counselling Centre and IBDPC regarding student applications identified with SEN.

IBDPC:

- Oversee the day-to-day operation of the SEN policy.
- Liaise with and guide teachers.
- Oversee the development/implementation of IEPs.
- Review available resources and training programs for staff on aspects of SEN.
- Liaise with IBO to get the appropriate assessment accommodations approved.
- Ensure that teachers document the process and progress of individual IEPs regularly and maintain confidentiality.

Counselling Centre:

- Acquire and develop the necessary tools to thoroughly analyze students' SEN.
- Provide ongoing training and support to teachers and advisors.

- Conduct psychological and academic assessments.
- Prepare detailed reports for sharing with students, parents, and teachers.
- Recommend interventions and accommodations based on the learning needs.
- Support the parents by helping them understand their ward's learning needs.

Teachers:

- Identify the students with SEN in their respective subjects.
- Inform the respective advisor and the IBDPC of the nature and intensity of SEN.
- Create an IEP implementing the recommended accommodations in the class for students with SEN.
- Maintain relevant processes and progress documents for further review with the advisor and IBDPC during the IEP review meetings and PTMs.
- Seek guidance from the CC and IBDPC in case of doubt.

Advisors:

- Act as a bridge between the parents and the school.
- Analyze the information received from the teachers and the CC.
- Monitor the implementation of IEP for their respective advisees.
- Regularly share the progress report with the parents and IBDPC.

Parents:

- Share details of SEN at the time of admission application.
- Review the inclusion policy and SEN support available at TGS.
- Sign the formal consent form to implement the IEP.
- Liaise with advisor regularly.
- Attend IEP review meetings.
- Provide encouragement and moral support.

- Adhere to the school and IBO policies fulfilling the academic and administrative requirements.

Students:

- Cooperate with teachers and counsellors in implementing the IEP.
- Adhere to the school and IBO policies fulfilling the academic and administrative requirements.

5.5 SEN and IB Accommodations

IBDPC to apply for inclusive assessment arrangement (32) for students with SEN for the final examinations. All required documents must be collected and made available within three months of the commencement of the diploma programme.

Based on the documents provided by the parents and approved by the IBO, TGS provide the following accommodations to the students with SEN for school-based and external assessments:

- 25% additional time to complete the task.
- Rest periods during the exam.
- Access to a scribe or ICT resources for answering the questions.
- Enlarged or coloured prints for students with visual impairment.
- Alternate venue for examination.



Preeti Hadvani
2022-24

Academic Honesty Policy

Academic Integrity Philosophy

TGS believes that integrity is an essential component of students' academic experience. A student's academic evaluation reflects joint work by various stakeholders. It primarily demonstrates the school environment, a quest for rigour, and the relationship teachers share with students. The academic evaluation becomes a permanent record for students, and such records must be accurate and consistent and beyond just a label to a child. Besides, the integrity students learn and exhibit at this level will be the model for the professional integrity they practice when they complete their academic work and will provide the basis for life-long learning. TGS's view on academic integrity is from an educational lens and not a punitive lens, as it:

- builds trust.
- develops ethical values and personal responsibility.
- enhances learning and skill development.
- ensures fairness and equal opportunities.
- prepares students for the real world.
- facilitates personal growth and character development.
- contributes to academic excellence.
- prevents intellectual theft.
- promotes critical thinking.
- enhances personal accountability.
- encourages academic curiosity.

- supports a positive academic environment.
- prevents academic misconduct repercussions.

TGS is privileged to have a community that has trust and faith in TGS philosophy and has agreed to identify academic dishonesty (35), which in turn helps all stakeholders to understand and explore the meaning, purpose, and relevance of this policy.

6.1 What is “Academic Integrity”?

Academic integrity refers to producing an authentic piece of work required for assessment. This piece must protect intellectual property rights and fully acknowledge the original authorship/ownership of the material used.

6.2 What is “Academic Dishonesty”?

Academic dishonesty (36) is some form of cheating concerning an assessment. It includes four general types of activities though not limited to:

- malpractice
- dishonest conduct
- plagiarism
- collusion

6.2.1 Malpractice

Malpractice is behaviour that results/may result in the candidate gaining an unfair advantage in one or more assessment components. Malpractice may include:

- falsifying CAS records.
- stealing examination papers.
- copying from others during an examination.
- communicating exam answers with another student during an examination.
- tampering with an examination after it has been corrected and returning it for more credit.
- using unauthorized materials (i.e. an unauthorised calculator), prepared answers, written notes or information concealed during an examination.

- allowing others to research and write an assigned paper (including using commercial services agencies on the internet and other internet resources.)

6.2.2 Dishonest Conduct

Dishonest conduct refers to:

- stealing or attempting to steal an examination paper or answer key.
- by not allowing others to complete their work in class.
- disrupting the experiments of others in the laboratory.
- fabricating data for an assignment/IA/EE.
- changing or attempting to change official academic records without proper sanction.
- forging/ adding /deleting /changing any assignments once submitted as final work.
- helping other students write their projects/ assignments/ work/ drawings etc.

6.2.3 Plagiarism

- **Plagiarism is intellectual theft and is a criminal offence.** It is passing off someone's work/ideas/thoughts as your own without proper attribution.
- '*Paraphrasing*', i.e. writing someone's work in your own words, without acknowledgement, is plagiarism.
 - According to Smith (2018), *paraphrasing is the process of restating information using one's own words* (p. 45).
 - Reference list citation: Smith, J. (2018). *The Art of Paraphrasing*. City, State: Publisher.
- Not citing the search query/prompt used in ChatGPT to acquire data/information.
 - "In our experiments, we utilized ChatGPT (OpenAI, 2021) to generate responses. The prompt we used for the conversation was '*Q: What are the benefits of exercise?* '"

6.2.4 Collusion

- Any student who knowingly or intentionally helps another student perform any of the above acts of cheating or plagiarism is guilty of collusion.

- *Collusion* must not be confused with *collaboration*. Working together with someone to produce a piece of work is defined as collaboration. TGS promotes collaboration amongst students and teachers, but any work required for assessment must be produced independently.

6.3 Role and Responsibilities of the stakeholders

The aim of the Academic Integrity Policy is to define and clarify the expectations of the DP assessment. Stakeholders at TGS, i.e. students, parents, teachers and school, must know their responsibilities, ensuring a greater understanding of academic integrity and examining their roles and responsibilities in preventing any form of academic misconduct.

6.3.1 School's responsibilities

TGS views academic integrity as a foundational need for developing a thriving community. TGS develops and implements a policy that integrates with the mission and vision of the school.

TGS has developed an approach to implementing academic integrity through the Academic Integrity Committee, comprising the IBDPC and a team of teachers. The committee guides the implementation of the policy across the school and provides a continuous and developmental approach.

TGS must:

- Ensure that all stakeholders
 - have access to and are aware of the Academic Integrity Policy.
 - understand the meaning and significance of academic integrity.
 - understand the examination, internal or external, protocols.
- Provide professional development opportunities to further develop the understanding of academic integrity as a reflective process.

6.3.2 Diploma Programme Coordinator's (DPC) responsibilities

The DPC must be well conversant with the IBO's regulations and expectations governing the Diploma Programme's (DP's) conduct.

The DPC must:

- Be aware of the regulations set by the IBO.
- Establish and implement processes that cultivate academic integrity.

- Ensure that all stakeholders know the criteria for evaluating their performance: describe acceptable and unacceptable behaviour; give an example of plagiarism and impermissible collaboration.
- Conduct a workshop for students and parents wherein “academic integrity” is discussed, and ideas are shared to create a common understanding for the students and staff.
- Elucidate distinctions between plagiarism, paraphrasing, and direct citations (37) to all stakeholders.
- Share strategies for identifying and confronting cheating during exams and out-of-class assignments/research papers.
- Investigate any suspected breach of the standard in an impartial and just way.
- In consultation with the Head of School, decide each case on its merits. Communicate the decision to all those concerned with reasons for any findings.
- Be a role model in matters on academic integrity and ATL across the DP.

6.3.3 Teacher’s responsibilities

Teachers must be well aware of the IBO’s and the school’s academic integrity policies. Teachers must integrate the elements of the school’s academic integrity policy and assessment policy into their subject handbooks, teaching practices, and assessment.

Teachers at TGS must:

- Clarify the meaning of academic integrity to the students and demonstrate ways to apply it in teaching and learning.
- Ensure equal access to study materials. Discuss and help develop effective study habits and time management with students ensuring that worksheets/assignments provided by respective teachers also have appropriate attribution and citation (37).
- Change the contexts of assessment every year to prevent plagiarism.
- Monitor students’ work for authenticity before submission.
- Teach the difference between collusion and collaboration.
- Conduct formal interaction/discussion session to confirm student’s understanding.

- Highlight and provide examples of academic misconduct and how to avoid them.
- Demand a repeat performance in case of doubt.
- Use a plagiarism checker before submitting the final version of the EE, TOK essay, or IA.
- Provide formative (and multiple) feedback on skills development throughout the learning process.
- Notify DPC in case a student submits plagiarised work. Following appropriate reporting, the school will initiate procedures against the students and protect teachers from accusations of misconduct and unfair grading.
- Collaborate with other teachers to ensure academic integrity standards are followed throughout the school.

6.3.4 Student's responsibilities

The student is solely responsible for ensuring the authenticity of the work submitted for assessment. Disregarding academic integrity is a serious offence leading to losing the IB Diploma.

Students at TGS must:

- Comply with school regulations, guidelines, and deadlines.
- Ensure that the work submitted for internal/external assessment is their own.
- Check/scan work for plagiarism. Teachers will not accept plagiarised pieces of work for marking. The teacher/IBDP Coordinator has a right to reject the student's work if found plagiarized.
- Acknowledge the work of others with proper attribution (37).
- Sign the declaration clearly stating the consequences of failure to follow the rules discussed and agreed upon.

6.3.5 Parents' responsibilities

Parents have a vital role to play in matters of academic integrity.

Parents at TGS must:

- Read and sign the Academic Integrity Policy.
- Communicate and instil values of honesty and hard work.

- Set clear expectations regarding academic integrity.
- Encourage independence and responsibility in their child's academic pursuits.
- Monitor and support their child's academic progress.
- Foster a positive learning environment and celebrate effort.
- Lead by example and modelling integrity.
- Collaborate with educators to reinforce academic integrity.
- Teach coping skills to handle academic pressures.
- Stay informed about academic integrity trends and resources.
- Help the school cultivate a culture of academic integrity among the stakeholders.

6.4 Developing academic integrity in the DP

TGS strives to create a community where integrity is the touchstone, and without integrity, the work done by the stakeholders loses value and credibility. Therefore, developing and maintaining academic integrity across the DP is a shared responsibility of the stakeholders. TGS follows the following guidelines in developing academic integrity in the DP:

- **Program-wide Introduction:** The DPC reintroduces students and parents to the program requirements and emphasizes the significance of academic integrity. They highlight the importance of integrity through previous experiences with project-based formative assessments during primary and middle school years.
- **Subject-specific Guidelines:** Subject teachers provide students with subject-specific guidelines that serve as a foundation for understanding academic integrity. These guidelines are continuously revised and updated as needed.
- **Approaches to Teaching (ATT):** The ATT framework guides the development of academic integrity throughout the DP. Teachers ensure that teaching and learning processes are inquiry-based, fostering a concept-driven and contextualized learning experience. Collaboration among teachers is key to delivering consistent and effective instruction.
- **Authentic Formative Assessment:** Assignments and assessments are designed to be low-stakes, scaffolded, and focused on skill development

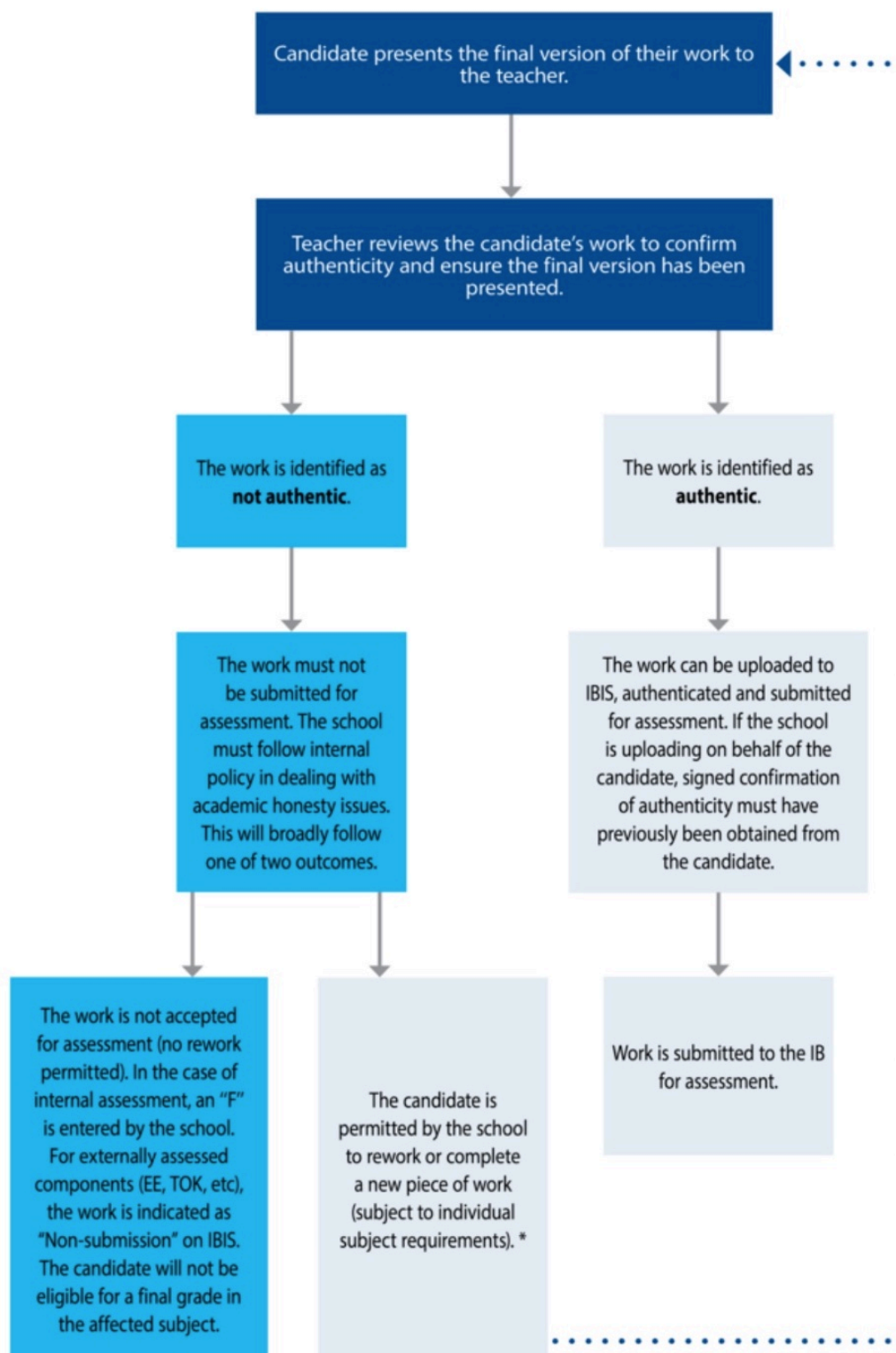
and the research process. Through these authentic formative assessments, students have opportunities for practice and receive tailored feedback to reinforce DP requirements.

- **Supportive Learning Environment:** TGS creates a supportive learning environment that helps students develop study, time management, and writing skills. This environment encourages collaboration, critical thinking, and personal growth.
- **Advisory Sessions:** Advisors play a crucial role in reinforcing academic integrity. They regularly discuss the Academic Integrity and Assessment Policy using case studies and role-play during advisory sessions. Advisors explore and expand on academic work within their respective disciplines, emphasizing quality, rigour, and integrity.
- **Development of Approaches to Learning (ATL):** Through inquiry and reflection, students develop ATL skills, including thinking skills, research skills, communication skills, self-management skills, and social skills. These skills help students understand the importance of integrity, ethics, and consistency in their work.
- **Integration of Values and LP Attributes:** TGS integrates the Approaches to Teaching and Learning, IB Learner Profile Attributes, and the fundamental values defined by ICAI (38). This integration ensures that students develop and demonstrate integrity in their classrooms, work, research, and life.

6.5 Consequences

TGS finds it easier to implement this policy as it is a close-knit family having good advisory programs with students, which helps prevent them from the lure of instant success. It also inculcates seeds of quality and originality in their work that can be shared with pride in the community.

The academic integrity policy is shared with students at all stages, i.e. from their enrollment into the DP to their final submissions. Parents receive a copy for a deeper understanding of the policy and its impact in case of violation. Orientation to the DP undertaken for each student and their parents by different advisors is when a detailed introduction, discussion and communication of the same is undertaken. TGS uses “*Turn-it-in*” to check for similarities in the students’ work. The procedure outlined in Section C 5.2, “The authentication of candidates’ work”, of Diploma Programme Assessment Procedures 2022, is followed to check for the authenticity of the work.



*Please note that some assessment components can only be completed once and so cannot be attempted again. In these cases, non-submission of the assessment must be obeyed. Please see the relevant subject guide for clarification.

Figure 6.5.1: Section C 5.2, “The authentication of candidates’ work”, of Diploma Programme Assessment Procedures 2022

Violation of the policy will lead to the consequences as follows:

- Incidents of dishonest conduct related to homework, internal project reports, or internal tests/exams not involving official IB assessment will lead to:

1st Incident:- Incident report to be filed by the student. The teacher meets the student to determine the reason for the malpractice. Notification is sent to parents that the student has not met the standards of conduct. The student is required to re-do the work.

2nd Incident:- Incident report to be filed by the student. The teacher meets the student to determine the reason for the malpractice. Notification is sent to parents that the student has failed to comply with the standards of conduct again. Zero grade will be awarded for the work post-meeting with parents, student, advisor, subject teacher and DPC.

3rd Incident:- Incident report to be filed by the student. Notification is sent to parents that the student has failed to comply with the standards of conduct repeatedly. No grade will be awarded for the work post-meeting with parents, student, advisor, subject teacher and DPC.

4th Incident:- Incident report to be filed by the student. The student will be suspended from the school. A written statement, including the terms and length of suspension as well as the conditions for re-admittance, will be shared with the student and parents.

A form for reporting academic misconduct is attached at the end of this document.

- Incidents of dishonest conduct related to IB assessment, such as IA, TOK essay, EE, CAS and external components, identified/flagged by IBO post submission, will be processed as follows:

Step 1:- Student suspected of malpractice/dishonest conduct will present a written explanation in his/her defence to the IBO.

Step 2:- The final award committee (appointed by the IBO) will review the authenticity of the evidence.

Step 3:- Allegation will be dismissed if the evidence is insufficient. In case the evidence presented is sufficient to establish malpractice/dishonest conduct, the student will not be awarded any grade in the concerned subject. A certificate will be awarded for other subjects. IB Diploma will not be awarded.

Step 4:- The student will be permitted to register for future examinations one year later. The student may be refused to register for any

future examination in case of a severe infraction.



The Communication Model

The perception of issues differs from person to person. We use this understanding as a guide to our communication with stakeholders. The communication model ensures

- sharing of relevant information
- regular feedback from/to students, parents, and teachers
- timely resolution of queries
- a healthy relationship amongst the community members

Communication Channels between the school, students, and parents are:

- Advisors
 - Advisors are the first point of contact for students, parents, and teachers.
 - Daily advisory sessions, followed by one-on-one sessions, take place on the school premises.
 - Students, parents and advisors are in regular contact via phone calls, WhatsApp or email to share queries, concerns, and feedback related to academic progress and the well-being of students.
 - Advisors schedule follow-up meetings with students, parents, and subject teachers to resolve academic issues.
 - Advisors maintain records and share the same with the Unit Head.
- Subject teachers
 - Subject-teachers communicate lesson plans, assignments, and feedback with students on ManageBac.

- Subject-teachers share academic issues, i.e. absenteeism, approach towards the subject, and non-submission of work with the advisors.
- Subject-teachers maintain a detailed analysis of assignments and assessments and share the same with the advisors and the Unit Head.
- Administrators
 - The unit administrator is responsible for sharing administrative and formal communication with parents and students via WhatsApp or ManageBac.
- Unit Head
 - Parents and students approach the Unit Head in case of unresolved queries via WhatsApp, phone call, or email.

Frequently asked questions

A healthy relationship emerges between stakeholders when everyone knows the proper communication channels. This section answers the most common questions you may come across in the next two years.

- Who is my first contact person?
 - Your child’s Advisor is the first point of contact for any query/feedback related to academics and your child’s well-being.
- Whom should I contact for any administrative query?
 - You should contact the unit administrator for all administrative queries.
- Who will share the academic progress of my child with me?
 - You will receive the updates on the ManageBac app.
- What is the ideal mode of communication?
 - We recommend you communicate via email or WhatsApp for all matters. Call the advisor in case of an emergency.
- How long should I wait to receive a response to my query?
 - Allow at least a 24-hour window for the contact person to resolve your query.



The Code of Conduct

Scope of the policy

- Set clear expectations for student behaviour.
- Promote positive behaviour and develop appropriate social skills in the students.
- State the interventions and consequences for students engaging in inappropriate or unacceptable behaviour.
- Share the rights and responsibilities of all stakeholders of the school community.
- Engage students in a safe and conducive learning environment.

*Behavioural expectations and responsibilities

The TGS community is responsible for

- Respecting the rights of students, parents, teachers and support staff.
- Encouraging and assisting others.
- Reading and understanding the Students Code of Conduct (SCC).

Responsibilities of the HOS

- Providing appropriate training and resources to implement the SCC.
- Support and guide parents struggling to resolve issues at the school level.
- Review suspension appeals.
- Conduct expulsion hearing.

- Review/revise the SCC.

Responsibilities of the IBDPC

- Sharing the SCC with all the stakeholders and implementing it fairly and consistently.
- Reviewing disciplinary concerns and recommending appropriate interventions/consequences.
- Identifying appropriate training resources to implement the SCC.

Responsibilities of Teachers

- Using appropriate classroom strategies to maintain a conducive learning environment.
- Sharing instructions on school and classroom behavioural expectations, procedures, and rules in the advisory.
- Reinforcing the SCC proactively.
- Providing corrective instructions to students with challenging/questionable behaviour.
- Filing and maintaining the incident reports for their advisees.

Responsibilities of Parents

- Reading and supporting your child in following the SCC.
- Understanding the responsibilities of your child.
- Teaching your child to respect others' rights.
- Teaching your child to respect schools and others' property.
- Ensuring your child attends school every day, on time, and in proper attire.
- Helping TGS in implementing the SCC.

Responsibilities of Students

- Reading and following the SCC.
- Being respectful, responsible and safe at all times.
- Attending the school/classes regularly.
- Respecting the school's and others' property.

- Asking advisors, teachers, IBDPC, counsellors, and parents for help to resolve problems/disputes.

The Student Code of Conduct (SCC)

Students will be held accountable for any breach of obligations, minor or major, and subject to disciplinary (and substantive) liability as defined in the school's regulation. The advisor/subject teacher will file an incident report for minor/major infringement. The incident report will be shared with the student, parents, and the IBDPC. Students accept that any minor or major breach will be reflected on their report card and school transcript.

Behaviour

Students must

- Respect other community members at all times.
- Display courteous behaviour towards other students, teachers, support staff, parents and school guests.
- Not disturb the teaching and learning process by their disruptive behaviour.
- Not provoke, participate, or encourage violence in any form.
- Leave the school premises in a quiet and orderly manner.

Minor Breach

- Failing to comply with the SCC and School's decisions.
- Failing to execute the teachers' or school staff's requests, instructions, or orders.
- Behaving rudely, aggressively, impolitely, and inappropriately with the community members (students, teachers, staff, and guests).
- Participating in activities, directly or indirectly, that damage/destroy school property.
- Disregarding personal hygiene, neatness, and safety protocols on the school premises.

Major Breach

- Three minor breaches from the list above will result in a major breach.
- Endangering others' and your physical and psychological safety while on school premises or trips.

- Destroying, damaging, releasing, modifying or entering data in school records and documents.
- Destroying/damaging school property.
- Bullying of any form. Bullying is not limited to discrimination, violence and abuse. It includes sharing or publishing content online/offline aimed at discrediting, shaming, ridiculing or humiliating students, teachers, other employees or the School's reputation.

Consequences

- The School will deal with disciplinary infractions in multiple ways, including counselling, issuing a written warning, meeting parents, suspension and expulsion, depending on the gravity of the infraction.
- Parents will reimburse for any damage caused by students to the school property. It could also be a reason for expulsion from school.

Attendance & Punctuality

Students must

- Regularly attend School and not be late for lessons or other forms of academic/co-curricular work.
 - Reporting time: 8:00 am (to the classroom)
 - Departure time: 4:45 pm (from the sports centre)
- Wear appropriate school uniforms during academic/co-curricular activities.
 - Mondays-Wednesdays: house T-shirt and track pants
 - Tuesdays-Thursdays: black/purple T-shirt and blue jeans
 - Fridays: kurta and blue jeans
- Not to leave the academic/co-curricular sessions without the teacher's/advisor's permission.

Minor Breach

- Late arrival to school.
- Refusing to wear school uniform on the premises.
- Leaving school premises during instructional hours or breaks without prior approval from the school/parents.

- Remaining absent for seven days in the academic term for unjustifiable reasons.

Major Breach

- Three minor breaches in an academic year are considered a major breach.
- Remaining absent for 14 days in the academic year for unjustifiable reasons.
- Three late arrivals in a week.

Consequences

- Warning issued for two late arrivals in a week. Students will be sent home from the third instance until they report on time.
- Warning issued for two uniform violations in a week. Students will be sent home on the third instance until they wear the appropriate uniform.
- The School will not be accountable for the academic loss in such cases.

Academic Conduct

Students must

- Come prepared for the sessions and other academic/co-curricular work.
- Conscientiously acquire knowledge, skills, and values imparted through the curriculum and other activities.
- Be seated in the study area and not linger in the corridors during the free slots.
- Not leave the school premises during breaks or co-curricular activities without the prior request note from the parents and approval by the advisor/teacher.
- Monitor their own progress and inform their advisors, teachers, and parents about it.
- Not indulge in any form of malpractice or academic misconduct during the school, internal, or external assessments.
- Adhere to the internal/external assessment schedule mentioned in the school calendar and refrain from deliberate absenteeism.

Minor Breach

- Unjustified refusal to participate in school activities.

- Remaining absent during assessment for unjustifiable reasons.

Major Breach

- Three minor breaches in an academic term will be considered a major breach.
- Indulging in academic malpractice of any form.
- Misusing doctor's note or medical certificate to justify the absence.

Consequences

- There is no provision for a re-test for remaining absent during any assessment for unjustifiable reasons. Refer to the Assessment Policy for further details.
- No grade will be awarded for indulging in academic malpractice. Students will lose their right to be considered for major TGS awards/events.
- The discipline committee will decide the consequences after considering the severity and nature of the academic malpractice/misconduct. Refer to the Academic Honesty Policy for further details.
- Students having yearly attendance less than 80% will not be registered for the IBDP exams.

General Guidelines

Students must

- Not use mobile phones and other devices during school unless mandated by the subject or allowed by the teacher.
- Submission of a valid driving license is mandatory for driving your vehicle to school.
- Accept that the school cannot be held accountable for what happens outside the school premises post-school hours.
- Abide by the SCC and other general acts of TGS within the school premises and at all other places where educational work takes place.

Consequences

- The SIM card and the phone will be confiscated for one month if students are found using mobile phones without prior approval/permission.
- Other Digital devices, i.e. music players, video games, and cameras, will be dealt with similarly.

- Students cannot park their vehicle on the school premises without a valid driving license.

A committee comprising a teacher, advisor, and HOS will review the pieces of evidence. The evidence includes:

- Written warning issued by the advisor/subject teacher in the form of an incident report on minor/major infringement(s).
- Particular attention will be paid to:
 - The gravity of the infraction and its consequences.
 - Circumstances under which the infraction was committed.
 - Aggravating and mitigating circumstances.
 - Degree of accountability and the liability of the student.
 - Age and psychological state of the student.
 - Prior breaches committed.
- Minor breaches will lead to:
 - Permanent mention of the incident in the school records.
 - In-school suspension for one day.
 - Counselling sessions with the school counsellor.
- Major breaches will lead to:
 - Permanent mention of the incident in the school records.
 - Suspension from the school.
 - Expulsion from the school.



Complaint Policy

9.1 Principles and Philosophy

At TGS, we believe in creating an environment that encourages excellence, collaboration, and continuous improvement. We value constructive criticism and believe that addressing complaints in a fair, open, swift, and responsive way is essential to maintaining a positive school experience for all stakeholders.

9.2 The Complaint Procedure

Basis for Complaint

Complaints can be made regarding any of the following areas:

- Learning and teaching
- Students' well-being: social, emotional and behavioural
- School facilities and infrastructure
- Stakeholders (students, teachers, Administration, Management, and IBO)

The following areas are not covered by our complaint policy:

- TGS Admission policy
- TGS Assessment policy
- TGS Student Code of Conduct
- Decisions executed under TGS Academic Honesty Policy

Guidelines:

- Anonymous complaints will not be accepted or followed up.
- Any stakeholder may file a formal or informal complaint.

- Records of all conversations and meetings with the members involved will be kept in digital format.
- Each complaint must be treated in a confidential manner and with respect.

9.2.1 Stage-1:-Informal Complaint

- Any stakeholder may file an informal complaint in a friendly manner.
- The stakeholder should raise the concern with the school staff member, such as a teacher or advisor.
- The school staff member notifies the IBDPC and takes appropriate measures to resolve the concern quickly and effectively.
- The school staff member informs the stakeholder of the outcome of the investigation and action taken by the school.
- If the informal process is exhausted and a satisfactory outcome is not achieved, the stakeholder may lodge a formal complaint to the IBDPC.
- The school staff member documents the complaint, the process followed, and the outcome and shares it with the DPC.

9.2.2 Stage-2:- Formal Complaint review by the IBDPC

- The IBDPC will hear the complaint addressed by the advisor at Stage-1 and acknowledge the written complaint within two working days of receipt.
- The stakeholder will be invited to discuss the complaint with the IBDPC.
- The IBDPC will investigate the complaint and share a detailed written response and the outcome within five working days of receipt.
- The stakeholder is not satisfied with the outcome of Stage-2, (s)he may progress the complaint to Stage-3 by notifying the IBDPC of their intent to go a Panel review within two days of receiving the response.

9.2.3 Stage-3:-Formal Complaint review by the Complaint Panel

- The DPC will acknowledge the Panel review request within two working days of receipt.

- The Panel will appoint the Chair of the Complaint Panel and review the complaint within five working days of the receipt.
- The Chair will
 - * Set the meeting date and convey it to the stakeholder (complainant).
 - * Explain the purpose and procedure of the meeting with the complainant and panel members.
 - * Share the written evidence with the complainant and panel members.
 - * Listen to the complaint shared by the stakeholder.
 - * Ask panel members and the complainant to share their questions.
 - * Invite the IBDPC and listen to the response to the complaint and the action taken to address the complaint earlier.
 - * Ask panel members to question the IBDPC.
 - * Consider the complaint and ask the panel to make a decision and propose possible action to resolve the complaint.
 - * Will invite the complainant and IBDPC to share the outcome.
 - * Inform the complainant and IBDPC that the decision of the panel is final and there is no subsequent appeal procedure.
 - * Maintain written records of the outcome and ensure the complainant, IBDPC, and panel members have signed the outcome.

A summary of the complaint procedure is shown in Figure 9.2.3.

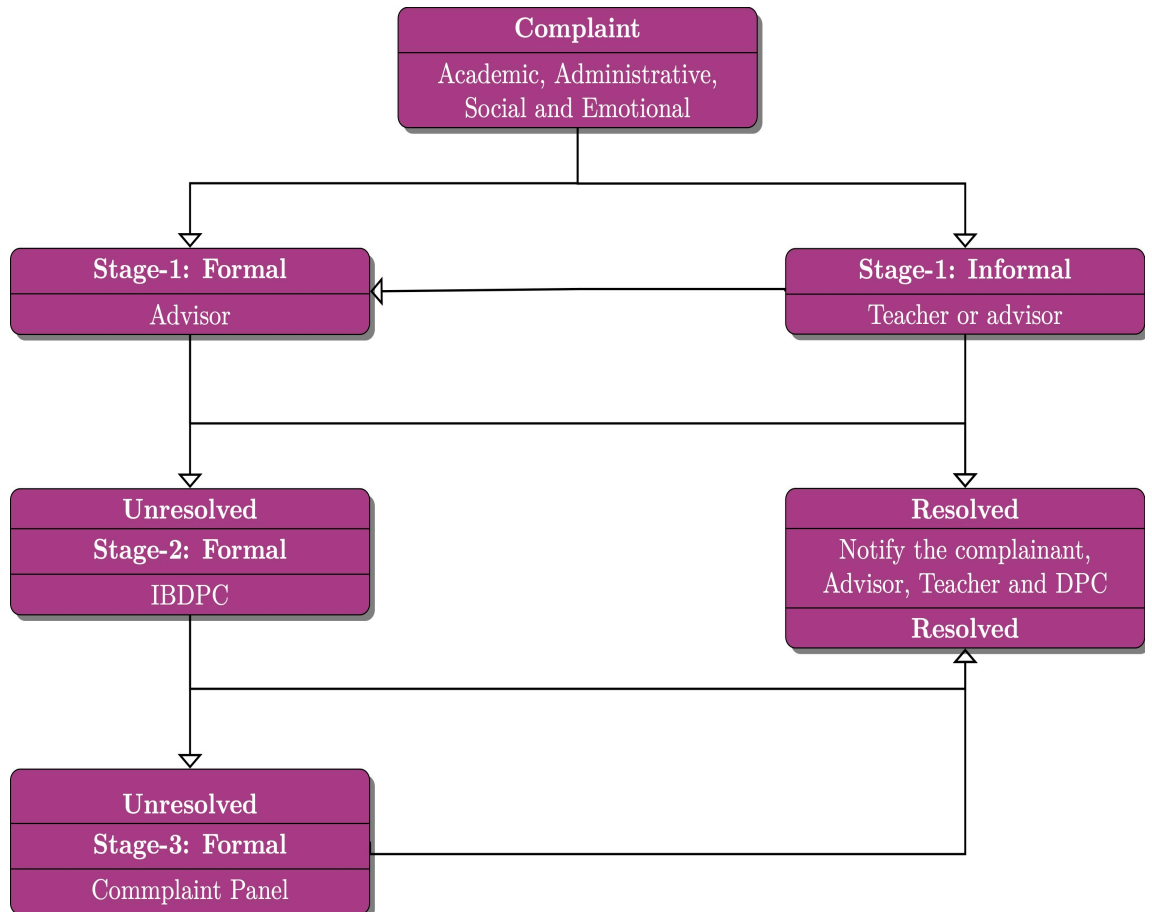


Figure 9.2.3: Overview of the complaint policy.

At TGS, we believe in continuous improvement and aim to create an atmosphere where stakeholders give nothing but their best. We believe in the collaborative efforts of all stakeholders, and we hope that our complaint policy reflects this belief.

Complaint Form

Name of complainant :

Date :

Email address :

Nature of complaint:

Please indicate the nature of your complaint by ticking the relevant box(es).

Learning and teaching :

Students' well-being: social, emotional and behavioural :

School facilities and infrastructure :

:

Complaint description:

Please describe your complaint in detail below:

Steps taken to resolve the complaint informally:

Please describe any steps taken to resolve the complaint informally.

Desired outcome:

Please describe what you would like to achieve as a result of your complaint:.

Acknowledgement:

I confirm that the information provided in this complaint form is true and accurate. I understand that anonymous complaints will not be accepted or followed up and that records of all conversations and meetings with the members involved will be kept in digital format.

.....

Complainant's signature

Acknowledgement

I, _____, hereby acknowledge that I have received, read, and understood the policies and guidelines set forth by The Galaxy School (TGS). I fully comprehend my responsibilities as a parent and agree to abide by these policies for my child, _____, enrolled at TGS. By signing below, I acknowledge and agree to the following:

- I have received a copy of the school’s Assessment Policy and understand the expectations and procedures for student assessments, grading, and reporting.
- I will ensure that my child completes assessments honestly and to the best of their abilities without engaging in academic dishonesty or cheating.
- I understand that my child’s academic integrity is paramount. I will support and reinforce the school’s Academic Integrity Policy at home.
- I will promote a culture of honesty, ethics, and responsible academic behaviour, guiding my child to uphold the values of integrity and intellectual rigour.
- I have reviewed the school’s Inclusion Policy and understand the commitment to providing an inclusive and supportive environment for all students.
- I will support and encourage inclusive practices, valuing diversity and fostering a sense of belonging among all students in our school community.
- I will collaborate with the school and engage in open and respectful communication to address any concerns related to assessments, academic integrity, or inclusion.

- I will promptly address any concerns or incidents related to my child’s behaviour, cooperating with the school in implementing appropriate interventions or disciplinary actions as outlined in the Code of Conduct Policy.
- I understand that my active involvement and communication with the school are vital in resolving behavioural issues and fostering a positive school climate.
- I acknowledge that failure to comply with the school’s policies may result in appropriate consequences for my child, including academic penalties or disciplinary action.

I am committed to working with TGS to create an environment that promotes academic excellence, integrity, and inclusivity. I understand that my active involvement, cooperation, and adherence to the school’s Assessment Policy, Academic Integrity Policy, and Inclusion Policy are crucial for my child’s academic success and the overall well-being of the school community.

.....
**Student’s
signature**

.....
**Parent’s
signature**

Acknowledgement

I, _____, hereby acknowledge that I have received, read, and understood the policies and guidelines set forth by The Galaxy School (TGS). I fully comprehend my responsibilities as a parent and agree to abide by these policies for my child, _____, enrolled at TGS. By signing below, I acknowledge and agree to the following:

- I have received a copy of the school’s Assessment Policy and understand the expectations and procedures for student assessments, grading, and reporting.
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- I will support and encourage inclusive practices, valuing diversity and fostering a sense of belonging among all students in our school community.
- I will collaborate with the school and engage in open and respectful communication to address any concerns related to assessments, academic integrity, or inclusion.

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- I acknowledge that failure to comply with the school’s policies may result in appropriate consequences for my child, including academic penalties or disciplinary action.

I am committed to working with TGS to create an environment that promotes academic excellence, integrity, and inclusivity. I understand that my active involvement, cooperation, and adherence to the school’s Assessment Policy, Academic Integrity Policy, and Inclusion Policy are crucial for my child’s academic success and the overall well-being of the school community.

.....
**Student’s
signature**

.....
**Parent’s
signature**

Please return the signed form to the school office at your earliest convenience. Thank you for your cooperation and commitment to TGS’s policies and guidelines.

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