



Impington International College

Admissions Guidelines 2025-2026

First adopted	September 2023
Review cycle	Annually
Reviewed by	Victoria Hearn, Johanna Sale.



Impington International College: Admissions Policy

Introduction

Impington International College (IIC) is a state funded sixth form which is part of Impington Village College. Both institutions are part of the Eastern Learning Alliance which is the Admissions Authority for Impington Village College.

IIC provides for sixth form aged students. It offers two programmes of study; the International Baccalaureate Diploma Programme and the International Baccalaureate Career-related Programme, with specialism in Sport, Performing Arts and Health and Social Care. The sixth form also offers a football scholarship, a rugby scholarship and a netball scholarship which can sit alongside either programme of study.

As part of an IB World School, IIC embodies the values of the IB and approaches education in a holistic manner, seeking to “develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect”¹

Application Process

Applications to year 12 (Sixth Form) for a place at Impington International College on the IBDP or the IBCP are made in two ways. If you are in school within the Cambridge Area Partnership (CAP) your application must be made through MyChoice 16. If you are a student from outside of the CAP, you must apply directly to the college using the Applicaa link available on the website.

If applying through MyChoice you should list your preferences in order of priority. You can do a joint first preference at two institutions, if the courses are different.

Entry requirements for Impington International College:

Applicants are usually 16 or 17 years old, are UK passport holders and have lived in the UK for the last three (3) years or have the appropriate visas or right to remain for study in the UK. If there are any questions regarding this, contact should be made to IIC directly for clarification of applicant status.

¹ International Baccalaureate Organisation: IB Mission Statement

International Baccalaureate Diploma Programme

We require at least seven GCSEs with an average of Grade 6, including English Language and Maths. For subjects you wish to take at higher level you will ideally need at least a grade 7.

International Baccalaureate Career Programme

We require at least five subjects at GCSE grade 5 (or equivalent) or higher, ideally including Mathematics and English and preferably with a grade 6 in your area of specialism.

The Performance School

We require at least five subjects at GCSE grade 5 (or equivalent) or higher, ideally including Mathematics and English and preferably with a grade 6 in your area of specialism.

Sports Scholarship Programmes

Alongside the academic requirements above, we require successful completion of trials and engagement with the sport of choice.

Pre-IB

A pre-IB year can be offered, on a case-by-case basis, to students for whom a three-year post 16 programme is deemed appropriate. Examples of this can include:

- Students not in the English educational system who have recently moved to the country
- Students who have recently moved to the country and will be under the age of sixteen when joining the college
- Students who are joining year twelve as a late admission

Students who complete a successful year 12 on pre-IB may be given the opportunity to graduate directly into year 13 if this is appropriate.

Inclusivity

In accordance with our Inclusive Education Policy, Impington International College, is dedicated to fostering an inclusive learning environment that upholds the principles of equality, diversity, and respect for all individuals.

We welcome applications from students with SEND including those with EHCPs with all applications considered on a case-by-case basis.

Applicants not in the English educational system

International students are welcome to apply for study provided they meet the requisite visa and conditions of study in the UK.

Please contact IIC directly for discussion of qualifications and equivalences.

Offers

All offers made are conditional, and programmes of study and individual subjects will be finalised or adjusted at enrolment, post publication and upload of GCSE results.

Late Admissions

Late admissions to the college will be processed on a case by case basis and in conjunction with the oversubscription criteria outlined below. Placement on programme will take into consideration:

- Year of admission
- If the date of admission is before the end of the first half term.

Guidance Meetings

Entry will not be determined by a formal interview, but an informal guidance meeting will be held to advise students on appropriate course selections.

The Year 12 cohort is expected to be in a range appropriate to the size of the College. Students with EHCPs will be accommodated as appropriate.

Oversubscription

Please note that the availability of places in certain curriculum subjects may determine if the oversubscription criteria detailed below are applied. Where required the oversubscription criteria below will be applied. Priority will be given in the following order:

- Students looked after by a local authority under the provision of the Children's Act 1989.
- Students with a sibling at the College at the time of application.
- Appropriate grades and references from previous school.
- If applying for sports scholarships, successful engagement with the sports scholarship application process.

Waiting List

Where the college is oversubscribed, all applicants meeting the entrance criteria will be placed on a waiting list with their position in the waiting list determined by application of the oversubscription criteria above.

When a vacancy arises, it will be offered to the next applicant.

Unsuccessful Applicants

We take pride in our ethos as a College which is inclusive in our educational approach. There are times when we believe our establishment does not fit the applicant and vice versa. These decisions are not made lightly, and are made with the best interests of the candidate. If an unsuccessful applicant wishes to appeal a decision, they should write to the appropriate Head of Sixth form.

The appropriate Head of Sixth Form will reconsider all aspects of a student's application in the light of the appeal, and a written response will be sent to the applicant within ten working days. If there is any delay, we will write to the applicant to inform them.

Should the appeal be unsuccessful, applicants can then appeal to the College Principal within seven working days from receiving the College's response to their first appeal. Applicants should note that the Principal's decision is final.



Impington International College

Academic Honesty Policy

First adopted	June 2024
Review cycle	Three Years
Reviewed by	Victoria Hearn, Johanna Sale, Governing Body



Academic honesty in the Diploma Programme (IBDP) and Careers Programme (IBCP) is a set of values and behaviours informed by the attributes of the learner profile and particularly through being principled and caring. In teaching, learning and assessment, academic honesty serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. It shapes students' sense of personal responsibility with the aim of shaping lifelong learners with a strong sense of integrity.

At IIC, all work submitted for assessment is to be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged. All subject groups work collaboratively on the development and implementation of academic honesty to ensure that students gain a clear idea of referencing and citation in each subject area. When teaching research skills and when using secondary sources in lessons, discussions are encouraged which invites students to explore the lines between plagiarism, collaboration and engaging with the wider academic community. The DP and CP coordinators deliver assemblies and workshops on the importance of academic honesty and lessons on academic integrity are incorporated into the pastoral tutor programme which is based on the learner profile traits. Academic honesty will focus on the importance of being principled and caring with particular reference to the importance of accreditation, the use of citations and an appreciation of academic conventions.

Impington International College (IIC) publishes style guidance for academic work and APA referencing is used. All DP and CP students sign a copy of the document at the beginning of Year 12 signaling their understanding of the policy. The policy fully upholds the policies and principles found within the latest IB guidelines on academic honesty "Academic Honesty in the IB educational context" published in 2014.

Parents are invited to attend a presentation and discussion on Academic Integrity at the onset of their child's academic journey at IIC to inform them of:

- Key aspects of academic integrity
- Examples of what may constitute academic misconduct
- How academic misconduct will be investigated



- Sanctions or actions that could be imposed because of confirmed academic misconduct.

All students will:

- Undertake to practice academic honesty in all areas of their programme of study, in accordance with this policy and the IIC Behaviour and Relationships policy, based on the IB learner profile.

All parents/Carers will:

- Be aware of what academic honesty is in the context of the IB programmes, support and encourage their child to be academically honest and to manage workload so they can allocate time efficiently to the completion of coursework.

All staff will:

- Model integrity and practise academic honesty themselves
- Undergo regular training via both faculty and whole school CPD sessions in what academic honesty is and how to identify dishonesty
- Be rigorous in checking for dishonesty
- Play an active role in educating students about how to avoid academic dishonesty and practice academic honesty
- Actively seek to understand and practice the reporting system for suspected academic dishonesty
- Adhere to IIC's IB assessment calendar so that students can allocate their time effectively to the completion of coursework
- Provide students with feedback that is in line with the guidance given in subject specific guides
- The Role of the Librarian: The librarian is a very useful resource for all DP & CP students and teachers. The librarian is an expert in academic honesty and can provide ethical guidance alongside information on how to use the citation system in each assignment, particularly in the Extended Essay and the Reflective Project.



What is academic dishonesty?

Academic dishonesty can take several forms. According to the IB, malpractice can be defined as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component.

Malpractice includes:

- Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own
- Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorised material into an examination room, misconduct during an examination, falsifying a CAS record or using the same piece of work for an Extended Essay (EE) and an Internal Assessment (IA))
- In a collaborative or group situation candidates failing to present work in their own words and acknowledging the work of others

Malpractice also includes:

- Making up data for an assignment
- Misbehaving during an examination
- Copying the work of another candidate
- Referring to or attempting to refer to unauthorised material that is related to the examination
- Memorising a mark scheme for a mock examination
- Failing to comply with the instructions of the invigilator or other member of school staff during an examination
- Impersonating another candidate



- Including offensive material in a script
- Stealing examination papers
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours of the examination
- Using an unauthorised calculator or unauthorised software on a graphing calculator
- Using an AI tool to produce text or any other product without appropriate referencing

An honest piece of work is one that is based on the student's "individual and original ideas with the ideas and work of others fully acknowledged".¹ Therefore, all IIC students' work, "regardless of ...format, must wholly and authentically use that candidate's own language, expression and ideas. Where the ideas or work of another person are represented within a candidate's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged."²

A key difference: the distinction between legitimate collaboration and unacceptable collusion. Collaboration means working together when allowed, supposed, or directed to do so, for example in groups set by a teacher. Collusion means working together when not allowed, supposed, or directed, for example when the teacher directed a task to be individual, or in an individual assessment or exam.

The consequences of academic dishonesty at IIC: Role of the KS5 leaders, the Programme Coordinators and Principal

If a member of staff or another student suspects a student is academically dishonest in any way, they should immediately contact the most relevant KS5 leader. Teachers should always monitor students' work carefully for signs of authenticity, comparing finished pieces to drafts. Faculty and subject leaders will also monitor academic integrity during all quality assurance checks. In the case of plagiarized homework or another one-off incident, it might be appropriate to ask the student to redo the piece of work under controlled conditions. In cases of more persistent

¹ . "Academic Honesty in the IB educational context" published 2014.

² "Academic Honesty in the IB educational context" published 2014



academic dishonesty, the KS5 leader will investigate, ensuring that students have the right to respond either themselves or with the support of an advocate they nominate, and if there is evidence of academic dishonesty, refer the case to the IBDP or IBCP who will determine sanctions in consultation with members of the Senior Leadership Team, that may include any of the following depending on the severity of the incident:

- A reminder of the academic honesty expectations and an opportunity to complete the assignment honestly under supervision. Alteration of the assignment to meet the criteria of the assessment will be at the teacher and/or programme coordinator's discretion.
- A report to the student's parents and other members of staff asking for extra vigilance in future assessments/examinations
- A zero mark for the assessment/examination
- A suspension from the College
- In relation to written and oral coursework and examinations where student academic misconduct is reported to or is identified by the IB, and following the IB's formal investigation process, sanctions applied will be based on the IB's penalty matrix. For further details please refer to Appendix A.

Information for producing a bibliography, checking sources of information, and referencing.

What is a bibliography? A bibliography is a list of all the sources you have used in your research.

Example:

Bibliography

1. Felluga, Dino. Guide to Literary and Critical Theory. Purdue U, 28 Nov. 2003. Web. 10 May 2006.
2. Jolie, Angelina. Phone interview. 11 Feb. 2009.
3. Jones, Patrick. "Studies in pop rocks and Coke." *Weird Science* 12 (2009): 78-93. Print.
4. Smith, John. "Homelessness." *Encyclopedia Britannica*. 2009. Print.



Use the examples below for your bibliography.

Books: Last Name, First Name. Book Title. Publisher City: Publisher Name, Year Published. Medium.

Smith, John. The Sample Book. Pittsburgh: BibMe, 2008. Print.

Magazines: Last Name, First Name. "Article Title." Journal Name Volume Number (Year Published): Page Numbers. Medium.

Smith, John. "Studies in pop rocks and Coke." Weird Science 12 (2009): 78-93. Print.

Newspaper Articles: Last Name, First Name. "Article Title." Newspaper Name Publication Date: Page Numbers. Medium.

Smith, John. "Steelers win Super Bowl XLIII." Pittsburgh Post-Gazette 2 Feb. 2009: 4-6. Print.

Websites: Editor, author, or compiler name (if available). Name of Site. Version number. Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available). Medium of publication. Date of access.

Felluga, Dino. Guide to Literary and Critical Theory. Purdue U, 28 Nov. 2003. Web. 10 May 2006.

Interviews: Last Name, First Name. Type of interview. Date conducted.

Jolie, Angelina. Phone interview. 11 Feb. 2009.

Surveys: (use the same format as Interviews)

Print Survey: Smith, John. "Hot Lunch Options." Survey. 6 June 2012.

Web Survey: Smith, John. "Hot Lunch Options." Survey. Name of Web Site. Publisher, 6 June 2012. Web. 29 Aug. 2012.



Citation (making references to other people's work in your own)

References to all the other works you have used must appear in the text of your work at the point where the borrowed fact or idea appears. These are known as in-text citations.

You are still required to include a complete list of sources at the end of the work. This is known as your reference list or bibliography

IN-TEXT CITATIONS

For in-text citations in APA, provide at least the author's name and the year of publication. For direct quotations and some paraphrases, give a page number as well. For online sources without page numbers, indicate the paragraph number. Use the abbreviation para.

Short quotations: Incorporate quotations that are fewer than 40 words in the text of your paper. Enclose the quotation in quotation marks.

Frisch (2008) has stated that "teams should continue to reframe their options in ways that preserve their original intent, be it a higher return on net assets or greater growth" (p. 126).

Long quotations: Quotations that are longer than 40 words should be displayed in a freestanding double-spaced block of text without quotation marks. Start the quotation on a new line, indented five to seven spaces from the left margin.

Frisch (2008) stated the following:

Teams should continue to reframe their options in ways that preserve their original intent, be it a higher return on net assets or greater growth. When they feel the impulse to shoehorn decisions into an either/or framework, they should step back and generate a broader range of options. (p. 126)

Indirect quotations: You should always try to access the original source of quotations. When this is not possible, use "as cited in" to identify the source you accessed that contains the quotation.



Certainly there is a perception, as described by one employee (Evans & Bartolome, 1980), that the “price one has to pay [to be company president] is too high. I’ve seen those guys on the sixth floor, and the stress that they are under. God help them.” (as cited in Handy, 1999, p. 251).

Note 1: In the above example, the writer accessed the quote from Handy, although the original source was Evans and Bartolome.

Note 2: The information provided in square brackets ‘[]’ in the above example is added by the writer to give

clarification of what the quotation is about. In other cases, a word or phrase might be inserted to make the sentence grammatical. This should be done sparingly, and in all cases the meaning of the original should remain.

Note 3: Handy would be cited in the Reference List.

Paraphrases

Paraphrasing – putting someone else’s ideas into your own words – is an important writing tool. In APA, the in-text citation format is the same as with quotations except that the page number is not required. When paraphrasing, be sure to reword the original as much as you can. Paraphrasing that is too close to the original might be considered plagiarism. Below is an example of an effective and of an ineffective paraphrase.

Original excerpt: *When decision failures occur, many executives focus on the issues involved, and they seek to identify the mistaken judgements and flawed assumptions that they made. However, many leaders do not push further to investigate why they made these errors.*

Source: Roberto, M. A. (2013). Why great leaders don’t take yes for an answer: Managing for conflict and consensus (2nd ed.). Upper Saddle River: FT Press.

Incomplete paraphrase: *When decision errors happen, plenty of executives look at the issues, and they try to identify the mistaken judgements and assumptions that they made. However, many do not go deeper to investigate why they made these mistakes (Roberto, 2013).*



Note: The above example might be considered plagiarism, as it retains too much of the original's words and structure.

Complete paraphrase: *Roberto (2013) has argued that business leaders frequently avoid analysis of the ultimate causes of bad decision-making and are instead too often satisfied with an understanding of proximate factors.*

Referencing work produced by an AI tool:

The in-text citation should contain quotation marks using APA style referencing for example: "the development of the tools and variables required for....." (text taken/paraphrased from ChatGPT, 2023). The reference in the bibliography should also contain the prompt given to the AI tool and the date it generated the text, for example: OpenAI. (23 February 2023).



Checking online sources of information

ABCDs of Website Evaluation		
Name of web site: URL:		
ABCDs	Consider using this site if:	Question this site if:
URL of site:	<input type="checkbox"/> .gov (government) <input type="checkbox"/> .edu (college or university) <input type="checkbox"/> .org (non-profit organization)	<input type="checkbox"/> .com (business) <input type="checkbox"/> .k12 (school) <input type="checkbox"/> Geocities, yahoo, etc. (personal)
A Authorship <i>Who created this site?</i>	<input type="checkbox"/> Author seems to be an expert in the field or subject <input type="checkbox"/> Organization is governmental or non-profit and is respected organization in this field.	<input type="checkbox"/> Author does not seem to have relevant qualifications <input type="checkbox"/> Organization has commercial interest in this subject
B Bias <i>What is the purpose of this site?</i>	<input type="checkbox"/> Informative <input type="checkbox"/> News <input type="checkbox"/> Educational/Scholarship	<input type="checkbox"/> Advocacy (promotes a point of view) <input type="checkbox"/> Personal interest <input type="checkbox"/> Advertising <input type="checkbox"/> Entertainment



<p>C</p> <p>Content</p> <p><i>How accurate or trustworthy is this page?</i></p> <p><i>Is it at my reading level?</i></p>	<p><input type="checkbox"/> Previously published in a newspaper, magazine or academic journal and has been subject to peer editing</p> <p><input type="checkbox"/> This page or site has a works cited list or bibliography</p> <p><input type="checkbox"/> Information is consistent with other sources</p> <p><input type="checkbox"/> I can read this site with understanding</p>	<p><input type="checkbox"/> Mistakes in spelling or grammar throughout the site</p> <p><input type="checkbox"/> This page or site has no works cited list or bibliography</p> <p><input type="checkbox"/> Information is not consistent with other sources</p> <p><input type="checkbox"/> This site is too difficult for me to read with understanding</p>
<p>D</p> <p>Date</p> <p><i>When was this page created or updated?</i></p>	<p><input type="checkbox"/> This is a continuously updated page or site</p> <p><input type="checkbox"/> Links to information work</p>	<p><input type="checkbox"/> This site was last updated more than a year ago</p> <p><input type="checkbox"/> Links to other information are broken</p>
<p>Evaluation complete</p>	<p>_____ Total number of checkmarks in this column</p> <p><input type="checkbox"/> I am comfortable that the information on this site is reliable</p>	<p>_____ Total number of checkmarks in this column</p> <p><input type="checkbox"/> I probably should not use this site for academic work</p>



Appendix A : IB Penalty Matrix

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Plagiarism <i>Copying from external sources or peers</i>	Not applicable	Between 40 and 50 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source.	More than 51 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source—see note 3.	Not applicable
Facilitating plagiarism <i>Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills</i>	Student took minimal steps that were clearly insufficient to prevent their work being copied.	Student took no steps to prevent their work being copied and shared it to a forum from where it was likely to be copied.	Student permitted the copying of their work, or tried to sell or exchange their work on a forum where it was likely to be copied and submitted by others. Note that “selling” does not need to involve monetary reward.	Student actively tried to sell, or exchange, the work of third parties to be submitted by others.
Collusion All students must submit individual and unique work for IB assessment, even when data collection etc. is permitted by the subject guide to be done as part of a team. Collusion covers those cases where students have used a common write-up for a group rather	Work of students shows close similarity.	Between 40 and 50 consecutive copied words (exact or substituted) without full in-text citation of the source.	More than 51 consecutive copied words (exact or substituted) without full in-text citation of the source—see note 3.	Not applicable



than written their own				
Submitting work commissioned, edited by, or obtained from a third party—see note 4	Not applicable	<p>Student submits work heavily edited by a third party to circumnavigate the rules on teacher support.</p> <p>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</p>	<p>Student submits work that was entirely produced or edited by a third party.</p> <p>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</p>	Applicable for a student in the same or different IB World School providing the service.
Inclusion of inappropriate, offensive, or obscene material	Minor offence—see note 5	Moderate offence—see note 6	Major offence—see note 7	Major offence
Duplication of work	Not applicable	<p>Presentation of the same work for different assessment components or subjects.</p> <p>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</p>	<p>Presentation of the same work for different assessment components or subjects.</p> <p>Complete reuse of materials; penalties will be applied to both subjects with reused materials.</p>	Not applicable
Falsification	Methodology section misrepresents or overstates the rigour with which the data was gathered.	Data is selected or discarded to enhance the conclusions of the work, creating a deliberately biased set of findings.	Data is fabricated or data gathered by other people is presented as gathered by the student.	Not applicable



Explanatory notes

1. Level 3a penalty—this depends on the seriousness of the incident; the penalty can be extended to several or all subjects of the session.
2. Level 3b penalty will be applied to IB students involved in a form of misconduct that benefits another student rather than themselves.
3. As approved by the Final Award Committee in November 2013, the level 2 penalty is not applicable for extended essays (EEs). Due to the nature of the EE (only one assessment component) the level 2 and level 3a penalties have the same outcome on the candidate's final result, the non-award of the diploma. Therefore, plagiarism cases in EEs will only be considered when more than 100 consecutive words lack the proper reference.
4. Submitting work commissioned, edited by, or obtained from a third party. This list includes, but is not restricted to:
 - friends, family members, or other students in the same or different school, college or university
 - private tutors
 - essay writing or copy-editing services
 - pre-written essay banks
 - file sharing sites.
5. Minor offences may include but are not restricted to:
 - conducting research without permission of the participants
 - including offensive or obscene comments or graphic materials in any assessment component
 - inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.
6. Moderate offences may include but are not restricted to:



- conducting field experiments or investigations that inflict pain or risk the well-being or survival of live organisms
- conducting research or fieldwork that damages the environment
- including offensive or obscene comments or graphic materials in any assessment component.

7. Major offences may include but are not restricted to:

- producing any work that denigrates personal, political and/or spiritual values, and/or contains offensive remarks about race, gender, or religious beliefs
- falsification or fabrication of data in producing any work
- inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.



Impington International College

Language Policy

First adopted	June 2024
Review cycle	Three Years
Reviewed by	Victoria Hearn, Johanna Sale, Governing Body



Impington International College: Language Policy

IIC aspires to provide for all who share in the life of the College a quality of experience which respects them as individuals and gives fulfilment and reward. We recognize that equality of opportunity does not necessarily mean treating everyone the same and that failure to acknowledge cultural differences can have negative influences on individual and collective identities. We positively welcome the diversity present in our sixth form and advocate a policy of cultural pluralism which gives equal status to all languages, religions and cultures.

IIC acknowledges the central role language plays in both teaching and learning throughout the curriculum. We recognize that since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication. Integral to our teaching is the promotion of cultural awareness of the countries where the language is spoken. We recognize and celebrate cultural diversity and help to prepare our students to take their position in a global society; informed, tolerant and respectful of others.

IIC was designated as a specialist Language College for many years and we aim to promote the highest quality of language learning, enabling our students to communicate effectively through the target language. We ensure that students gain confidence in both native and foreign languages through progressive development of the four skills of listening, speaking, reading and writing. At the same time, we build a sound grasp of grammatical structures to underpin these skills and to consolidate learning. We value our role in providing young people with the skills needed to progress into employment, further training or higher education according to their individual abilities, aptitudes and ambitions.

Specifically, we ensure:

- All IBDP students learn at least one language in addition to their first and best language; IBCP students all develop an additional language to their mother tongue during their course
- The development and maintenance of the mother tongue for all learners, if not taught by the school, is supported via the provision of the option of a self-taught language A with the aid of a specialist self-taught teacher who is also an experienced language A teacher and timetabled class support
- Taught first languages recognize the needs of our learners and are delivered through a range of English courses and through the IB Self-taught route. Current examples of provision are Chinese, Tamil, Sinhala, Italian, Spanish, French and Arabic.

- The additional language study offer is currently: English B, French B, Spanish B, German B and ab initio Japanese, Italian and Spanish
- As an international sixth form we ensure that there are practices in place to provide inclusion and equity of access to the IB programme(s) offered by the school for all learners, including those who are learning in a language other than their mother tongue. We positively encourage overseas students who do not have English as their first language to study the IBDP here.
- We run CPD on dialogic teaching and creating a learning environment where all students feel safe and have opportunity to express themselves
- Our Lead for Equality and Diversity oversees curriculum reviews, ensuring cultural representation within the taught curriculum, including in-faculty self-evaluation and student voice.
- We recognise the value of developing first language skills. As part of this we encourage our students to mentor students in the lower school in a shared first language.
- English is the language of instruction and is promoted throughout the curriculum and environment.

Roles and Responsibilities:

- Heads of Sixth Form (IBDPC and IBCPC) along with the school's EAL coordinator: to provide advice and guidance for all staff on how to support students with additional language needs
- The EAL coordinator:
 - meets all EAL students on admission to support their transition and to create an EAL profile for each student which is stored centrally and available to all class teachers.
 - Meets with all students regularly to support progress both academically and socially.
 - Organises whole staff training to support teaching staff in implementing best classroom practice.
- The Lead Practitioner for Literacy leads on developing literacy strategies across the curriculum e.g. acquisition of key vocabulary, scaffolding of writing, modelling and how to approach text. These are also taught as a discrete part of CPD.
- The Equality and Diversity Lead regularly audits and discusses curricula with teaching staff and faculty leads to enable better representation and to raise awareness around the privileging of Eurocentric viewpoints.
- Languages and English Faculty KS5 Leaders: to ensure the range of languages is actively promoted and provided where there is need; to support all students in their language learning needs

- Librarian: to ensure there is a selection of Language A literature other than English and suitable language acquisition materials including dictionaries for students to use and a range of books in mother tongue for EAL students to access.

College language profile:

At Impington Village College (IVC) there are **161 students** (including 6th Form) that have English as an Additional Language (EAL), which makes approximately **11%** of the school's population. On average every one student in ten has EAL. Every year a number of new arrivals join Impington, including most recently Ukrainian refugees.

The most linguistic diversity can be found in years 9, 11, 12 and 13. There are 43 different languages spoken across the whole school. After English, the most widely spoken are: Spanish, Polish, German, French, Italian, Bengali, Portuguese, Chinese, Ukrainian and Russian. Other less common languages include: Arabic, Hebrew, Dutch, Serbian/Croatian, Romany, Tagalog, Korean, Greek, Thai, Turkish, Yoruba, Latvian, Urdu, Slovak, Swedish, Norwegian.

This linguistic diversity is also reflected in our staff body who represent a multitude of native languages including Spanish, Polish, French, German, Sinhala, Portuguese, and Urdu.



Impington International College

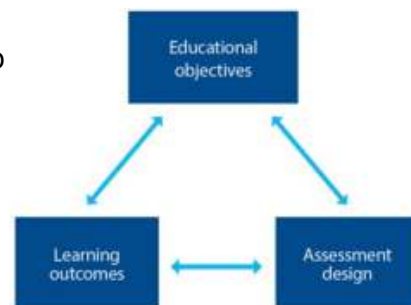
Assessment Policy

First adopted	June 2024
Review cycle	Three Years
Reviewed by	Victoria Hearn, Johanna Sale, Governing Body



At Impington International College (IIC) students and teachers work in partnership to enable students to demonstrate what they have learned, assess their progress, and identify specific strategies to maximize their potential.

Assessment is integral to teaching and learning at Impington. In order to measure how successful learning has been, teachers will use a variety of tools to assess student understanding and the acquisition of new skills and knowledge. Assessment is used to inform planning of day-to-day lessons but also strategic planning of the curriculum and as an opportunity for students to reflect on their learning.



Thus, assessment is continuous, and teachers use multiple forms of assessment to enable progress. Formative assessments are the grounding for students to learn the skills needed for summative assessments and assignments. We use a structure that allows teachers and students to record what was impressive, identify what needs improvement and then demonstrate how 'I Make Progress' (IMP).

Scheduled data drops will consider the summative learning shown by a student in preference to the formative learning they showed along the way. In this way summative grades are not an average of all assignments; rather, they are an indication of the level the student has attained and sustained.

Effective assessment holistically integrates the following types of assessment:

- **Assessment for Learning:**

Also known as formative assessment, it provides teachers with the information they need to plan the next stage of learning. This type of assessment is continuous throughout the learning process and starts with assessing prior knowledge. By



continuously monitoring and analysing the students learning, teachers gain insights into students' understanding and abilities.

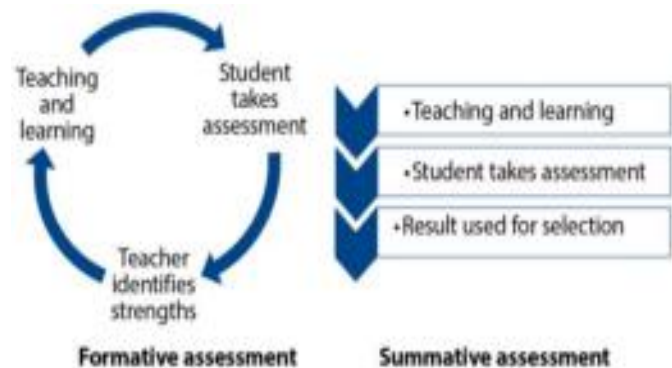
- **Assessment of Learning:**

Also known as summative assessment, this type of assessment takes place at the end of the teaching and learning process. It provides teachers with information on the student's depth of understanding of the completed unit of inquiry.

- **Assessment as Learning**

Also a part of formative assessment, this type of assessment aims to promote student agency by providing opportunities for students to take responsibility of the learning process. This type of assessment may involve creating learning goals (International Baccalaureate Organization).

Summative assessment tasks: Assessment in the IBDP and IBCP is varied, creative and challenging. Students are required to 'transfer' what they have learned in a unit to a 'real world' context in their assessments. There will usually be an element of choice in how students approach the assessment which will require them to apply their learning to complete an authentic situation.



*Figure 2: Formative and Summative Assessments
(International Baccalaureate Organization 26)*

Example:

In economics students are taught the following concepts: definition of negative externalities of consumption, graphical analysis, examples and policy solutions.



Summative assessment task: A case study about a city facing severe air pollution due to high car usage. The case study includes data on pollution levels, health impacts, current policies, steps taken to achieve sustainable development goals.

Students required to prepare a 10-minute presentation to justify two different policies that could be implemented to reduce / remove the externality.

Formative assessment tasks: Throughout a unit, teachers will embed smaller checks on very specific parts of the skills and knowledge taught. Their purpose is to ensure that students have understood what has been taught before the teacher moves on.

Examples: a short quiz, a research homework, an informal presentation, simple question and answer sessions in class, reflective journal, class debate.

Teachers use all assessment opportunities to inform teaching and students are encouraged to view assessment as a means to reflect on learning, facilitated through our I Make Progress (IMP) structure. After each summative assessment and some formative assessments students will receive an IMPressive comment, identifying areas of strength, and SMART target for improvement. They will then be given lesson time to complete an IMP task where they resolve the issues identified in their assessment.

In addition to teacher marking, assessment for learning strategies are embedded into our curriculum with frequent opportunities for peer marking and self-assessment. Through ATL, students are taught to peer mark and how to self-assess, as this will encourage them to become more independent and collaborative learners.

Differentiation and Challenge

All assessments will have opportunities for challenge and differentiation built in. Inclusion is at the heart of everything we do; assessments will be accessible, fair and provide all students with the opportunity to perform to the best of their ability. Inquiry based learning will support students in having some control over the design of assessments which will enable them to communicate in ways in which they can best show what they have learnt.



Criterion based assessment:

The purpose of numerical assessment is to give students an opportunity to be knowledgeable, providing students with the opportunity to consolidate the knowledge and skills they have learnt through a process of inquiry.

Criterion-related approach is used to determine numerical grades (achievements levels) and in open-ended tasks assessment criteria are used.

Feedback from these assessments should open space for reflection and for both teachers and students to communicate how best to support student progress. KS5 Subject leads work collaboratively with subject teachers to ensure standardization of assessments.

Students will know when they are being assessed formally against criterion.

Teachers will ensure that students understand the criterion they are being assessed against. and where possible, teachers will supply task specific rubric.

Moderation

Key Stage 5 Leaders oversee the process of ensuring internal moderation of key assessments as well all coursework submitted to the IBO.

Reporting

Communication about a student's progress will happen in two formal ways: one Parent Consultation Evening a year and formal termly reports.

Reports

The purpose of reporting is to support communication between parents / carers and the school about a student's academic attainment. We hope that reports provide an opportunity for parents to reflect with their children on academic attainment and form part of an on-going supportive dialogue between the college and home about a child's attainment.

A student's report will provide a minimum target grade (MTG), a fine forecast grade and an Approaches to Learning achievement level.



Fine grade forecasting is used to track student progress more accurately and allow support to be more appropriately targeted.

An example of fine grades used for IB subjects are:

5A – very secure – confident of reaching this grade.

5B – secure – will require monitoring and possible additional support to maintain this grade.

5C – very insecure and likely to drop below the grade, additional support required to secure this grade.

Approaches to Learning achievement levels

Excellent XY has an outstanding approach to learning. They consciously integrate the various attributes of the Learner Profile into their academic journey and always strive to improve. They lead and participate in class with an open mind and demonstrate resilience in challenging scenarios.

Very good XY has a very positive attitude to learning. Their approach to learning is strong in several attributes and they continually work to improve in other areas. X approaches complex issues with an open mind and often shines as knowledgeable and caring.

Good XY has a positive attitude to learning. They usually demonstrate some of the Learner Profile skills where they feel confident. There is potential for greater resilience when faced with challenges.



Concern

Although XY has occasionally demonstrated a positive approach to learning, they often miss opportunities to demonstrate the Learner Profile attributes. They rarely participate in class and struggle to be resilient or well-organised. In-college guidance will help them to move forwards in developing the Learner Profile attributes.

You may wish to contact X's Head of Programme to discuss how support can be put in place for your child.

For further details, please refer to Appendix A

Student Progress Review and Goal Setting

Following each Reporting cycle, students will have the opportunity to meet with their Progress Tutor to reflect on their performance, identify strengths, and specific areas for growth. These discussions will consider the students' ideas for future study and progression. This process serves as an opportunity to set goals and reflect on learning strategies and preparation for formal assessments.

For students who are not meeting their targets and are at risk of not succeeding in their IB Programme of study, this review will also involve their respective IB Coordinator and where appropriate a parent / guardian.

Roles and Responsibilities:

All IBDP and IBCP teachers will:

- Be fully aware of the DP and CP assessment criteria for their subjects, published on the My IB site in each subject's guide
- Be fully aware of grade boundaries and grade descriptors for all DP subjects (1-7) and DP/CP Core grading
- Ensure all students are fully aware of the DP and CP assessment criteria for their subjects, published on the My IB site in each subject's guide



- Assess work according to the IIC expectations: in the assessment books, every eight lessons, using the 'IMP' structure. CRS subjects assessed in accordance with BTEC regulations.
- Understand the difference between and report accurately both forecast and current grades
- Use a variety of types of assessment of student learning
- Modify teaching in light of the learning that has taken place using formative assessment data
- Analyse assessment data to identify patterns of individual student performance and needs
- Work in collaborative teams to design, assess and moderate tasks
- Compare common assessment data with other teachers to assess where student learning has been strong and where it has been less strong
- Show an awareness of the diversity of the class by using a variety of assessment and teaching strategies
- Provide timely written and oral feedback on assignments
- Avoid assessing summatively without assessing formatively with feedback and feedforward
- Use the IB Assessment calendar to be mindful of the student's whole schedule when setting deadlines
- Be mindful of any Inclusive Access Arrangements students have and how they might affect assessment
- Work with the Director of SEN and Pastoral Support /SENCO to design assessments that will effectively assess the learning of students with specific learning needs

The Sixth Form Leadership Team and KS5 leaders

- Carry out regular work scrutinies to ensure assessment policy is being followed
- Analyse whole cohort assessment data
- Report whole cohort assessment data to the Senior Leadership Team and governing body
- Communicate assessments/data regularly to parents and students



- Ensure that internal moderation processes are conducted to verify that the standard of internally marked coursework aligns with the criteria and expectations set by the IB

All students and parents should:

- Be aware of the assessment criteria in each subject
- Understand and use the IMP process for making progress
- Actively participate in progress reviews with Progress tutor and / or Head of Programme and adjust goals as needed based on feedback and academic performance



Appendix A



Year 13 Progress Report Spring Term 1 for XY IIC13

12 January 2024

Dear Parents/ Carers,

Please find below an outline of XY's progress so far this term.

Minimum Target Grade (MTG):

This is the minimum grade we would expect XY to achieve in their subjects at the end of the programme. These target grades are generated using baseline testing, undertaken in class at the start of term, alongside GCSE results in related subjects where relevant, and historical contextual data of the college.

Year 13 Spring Term 1 Forecast Grade:

This is the grade XY is forecast to achieve in each subject at the end of the programme of study based on current levels of attainment, effort, and progress. This is not a 'working at' grade but the grade that teachers can see students attaining.

We use fine grade forecasting in the Sixth Form to help us track student progress more accurately and allow support to be more appropriately targeted:

An example of fine grades used for IB subjects are.

5A – very secure- confident of reaching this grade

5B – secure – will require monitoring and possible additional support to maintain this grade

5C – very insecure & likely to drop below the grade, additional support required to secure this grade.

Examples of fine grades used for A Level Further Maths are:

C1 – very secure, confident of reaching this grade

C2 – secure – will require monitoring and possible additional support to maintain this grade

C3 – very insecure & likely to drop below the grade, additional support required to secure this grade.

If XY's Year 13 Spring Term 1 Forecast is below the MTG, support will be put in place by the relevant subject teacher and faculty during the remainder of Year 13, to assist them in working towards their targets.

Mock Grade

Also included in this report are the mock grades issued to students. This shows the results of the Mock Exams and, for IB Diploma and Career Programme students, whether they would have successfully passed if this was their final exams.



Celebrating 30 years of the IB in 2021



If you would like to discuss XY's progress in a specific subject, then please contact the relevant Lead Practitioner/Lead Teacher using the contact details below:



Subject	Contact Name	Contact Details
English	Tim Drummond	tdrummond@ivc.tmet.org.uk
Mathematics	Camilla Rudin	crudin@ivc.tmet.org.uk
Science	Sarah Freestone	sfreestone@ivc.tmet.org.uk
Economics	Bronwyn Wilson	bwilson@ivc.tmet.org.uk
Geography	Hannah Oldridge	holdridge@ivc.tmet.org.uk
History	Daniel Tsang	dtsang@ivc.tmet.org.uk
Business Studies	Jessica Yarnell	jyarnell@ivc.tmet.org.uk
Philosophy	Mo Middleton	mmiddleton@ivc.tmet.org.uk
Psychology	Hannah Thomas	hthomas@ivc.tmet.org.uk
Global Politics	Chris Gee	cgee@ivc.tmet.org.uk
Languages	Sylvia Holland	sholland@ivc.tmet.org.uk
Visual Arts & Media	Alison Elmslie	aelslie@ivc.tmet.org.uk
BTEC Performing Arts	Jane Parker	jparker@ivc.tmet.org.uk
BTEC Sport	Caroline Osborne	cosborne@ivc.tmet.org.uk
BTEC Health & Social Care	Maya Whitmore	mwhitmoretenant@ivc.tmet.org.uk

If you have concerns about XY's performance in a range of subjects, for students on the IBDP programme you are advised to contact Bronwyn Wilson, bwilson@ivc.tmet.org.uk and for students on all other programmes please be advised to contact Leanne Gibbons via lgibbons@ivc.tmet.org.uk. Where the College is concerned about XY's progress, a member of the Sixth Form team will contact you directly.

If you have concerns about XY's performance in a range of subjects, for students on the IBDP programme you are advised to contact Bronwyn Wilson, bwilson@ivc.tmet.org.uk and for students on all other programmes please be advised to contact Leanne Gibbons via lgibbons@ivc.tmet.org.uk. Where the College is concerned about XY's progress, a member of the Sixth Form team will contact you directly.

Thank you for your continued support.



Bronwyn Wilson
Assistant Principal, Head of Sixth Form
Impington International College



Leanne Gibbons
Assistant Principal, Head of Sixth Form
Impington International College





Year 13 Progress Report Spring Term 1 for DP Student IIC13



Subject	Minimum Target Grade	Year 13 Spring 1 Forecast Grade	Mock Grade	Approaches to learning
Biology IB HIGHER	7	6c	5c	Very Good
Chemistry IB STANDARD	6	5a	5c	Good
Economics IB HIGHER	6	6c	5a	Very Good
English A Lit / Lang IB HIGHER	7	7c	6c	Excellent
Mathematics Analysis and Approaches IB STANDARD	6	5c	4b	Good
Spanish B IB HIGHER	7	7c	6a	Very Good
Extended Essay – English A Lit/Lang		A3		Excellent
Theory of Knowledge		B1		Very Good
Creativity, Activity, Service		Good		

EE/TOK Points:	3
Total Points:	39
Result:	Diploma awarded



Year 13 Progress Report Spring Term 1 for CP Student IIC15

Subject	Minimum Target Grade	Year 13 Spring 1 Forecast Grade	Mock Grade	Approaches to Learning
Performing Arts BTEC	D*D*	D*D		Excellent
Dance IB HIGHER	6	7c		Very Good
English A Lit IB HIGHER	6	7c	7c	Excellent
Theatre Arts IB HIGHER	6	6c		Good
Personal and Professional Skills		Good		
Service Learning		Good		
Reflective Project		Good		
Language Development		Good		

Result:

CP awarded

Impington International College

Behaviour and Relationships Policy

First adopted by the Local Governing Body	September 2023
Review cycle	Annually
Reviewed by	Victoria Hearn Principal/Local Governing Body

Contents

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Document Control

New Version Number	Key changes from previous version	Date of ratification

1. Purpose of the policy

The purpose of the IIC Behaviour and Relationships Policy is to create a positive and effective learning environment for everyone within our community by:

- Ensuring all staff are positive, reflective and consistent with all students and colleagues
- Facilitating the provision of 'Quality First Teaching' and inquiry-based learning
- Supporting students and staff to develop and demonstrate IB Learner Profile attributes and self-regulation
- Supporting staff to recognise, address and prevent harmful behaviour, in line with the ELA child on child abuse framework

2. Outcomes of the policy

The outcomes of the IIC Behaviour and Relationships Policy will be:

- Students achieve personal and academic success
- Students and staff develop and demonstrate IB Learner Profile attributes¹

3. Recognitions

IIC believes that consistently **recognising** students' demonstration of the IB LP attributes is the most effective way to develop intrinsic motivation and self-regulation.

This will be done by:

- consistent and meaningful use of the IB Learner 'recognition boards' situated in all classrooms
- positive communications with students and their parents about their progress

Most importantly any celebration of achievement should be a positive human interaction between staff and a student.

¹ See appendix for details

4. Expectations of staff

Staff will, consistently:

- Intentionally build positive relationships with all IIC students
- Make the effort to focus only on positive behaviour in public, reminders in private
- Be calm and consistent, non-threatening and de-escalate wherever possible²
- Adopt a neutral/dull tone of voice for reminders, reinforcing expectations and fogging³ and a warm/enthusiastic tone for recognising positives
- Refer to and model the IB LP attributes by being curious, courteous, positive; researching, engaging in debate, admitting lack of knowledge where appropriate etc
- Deliver the IB LP material through tutor time
- Take needs of individuals into account, for example SEND needs and make reasonable adjustments as appropriate
- Engage productively in reflective conversations⁴

During break/lunch time staff will:

- Focus on reinforcing positive behaviour by recognising and celebrating it
- Use private reminders of expectations to students, particularly lanyard wearing
- Actively encourage self-regulation by offering opportunities for reflection away from peers
- For boisterous behaviour (which may include physical contact that is rough, unnecessary, or which could lead to injury) – remind; but if behaviour is repeated, refer to Head of Sixth Form

In lessons staff will:

- Plan and deliver content that meet the needs of all learners in accordance with Quality First Teaching
- Read all student profiles for each class regularly and interact appropriately with all TA support
- At the start of the lesson meet and greet students with positive, individual welcomes
- Begin lessons with positive public comments before any refocus or reminders
- Make regular and effective use of IB Learner recognition board
- Give reminders in private (no shaming of any students in any way in front of class)
- After reminders, give students processing/ 'take up' time

5. Reflective Conversations

A reflective conversation should be had where a breach of trust has occurred and the relationship between student and staff member needs to be re-established. Incidents of this sort may include deliberate rudeness, persistent ignoring of a member of staff's requests etc.

Reflective conversations can't happen effectively unless the member of staff has their own behaviour under control and has foregrounded positivity and relational practice. Reflective conversations will always be supported by one of the Heads of Sixth Form where appropriate/required.

² See appendix for details

³ See appendix for details

⁴ See appendix for details

6. Attendance

Impington International College endeavours to provide a safe learning environment in which students can enjoy and achieve. We acknowledge the proven correlation between a high level of attendance and student academic outcomes. Impington International College attendance strategy⁵ emphasises positive strategies and a range of interventions to ensure the highest levels of attendance. However, when normal College procedures do not result in good attendance and student's reengagement with their chosen course, a range of further measures, including the students place at college being at risk, will be considered.

7. Homework/Independent work and dress code

Non-completion of homework should be followed up at a faculty level, with the aim of having the student complete the task at home or in College with support, for example at lunch time. If the student does not attend/complete the task, the relevant Key Stage 5 leader or Head of Sixth Form should be informed and parents/carers copied in.

If a student does not have the appropriate dress for College⁶ a **private** reminder and request to rectify the issue should be made to the student. If there is no compliance or it is not possible to rectify the issue, a referral should be made via EduLink and one of the Heads of Sixth form will address the issue privately with the student. Referrals for dress code can be made at any point during the day.

8. Disciplinary Procedures

Informal Disciplinary Procedures:

Every effort will be made to resolve minor lapses in conduct quickly and informally, wherever appropriate to do so. This will usually involve one or both of the following steps:

- Discussion and reparation

A discussion will be held between the student and a member of the sixth form team where the nature of the alleged inappropriate conduct will be established. Where minor lapses in conduct are established, the member of the sixth form team will clarify with the student the College expectations and identify the steps needed to remedy the situation. A record of the discussion will be recorded and communicated with the student and parents/carers where appropriate.

- Monitoring

Where the alleged inappropriate conduct is repeated or is of a nature where it needs investigated further, the student will be seen by a Head of Sixth Form who will discuss with the student, giving them the opportunity to respond. If appropriate, the student will be placed on a period of monitoring where specific requirements will need to be met. These could, for example, include attendance monitoring, daily reporting and supervised study sessions. Parents/carers will be informed of the matter by letter/or by being invited to a meeting. A record of the discussion and the monitoring procedure will be communicated with the student and parents/carers.

- Formal (Serious and Illegal Misconduct)

An investigation will take place prior to any formal disciplinary meeting. This will be conducted by the Sixth form Leadership team or by the college Senior Leadership Team. The investigation may

⁵ See appendix for details

⁶ See appendix

involve, as is appropriate in the circumstances:

- an interview with the student including a request for a written statement
- interviews with any relevant witnesses and the taking of written statements
- further enquiries as necessary, including the calling for and review of documents and other information
- discussions with members of staff and other individuals. Another member of staff may be present at some or all of the investigatory meetings to take notes.

A written record will be kept and parents/carers will be informed at all points.

Where the allegation of misconduct is unfounded, no further action will be taken the parents/carers and students will be informed in writing.

If, at the conclusion of the investigation, the alleged misconduct is substantiated, a course of action will be determined fitting the nature of the misconduct and the individual circumstances of the case. Dependent on the nature of the misconduct this could result in a period of suspension or permanent dismissal from the college. The college decision on this is final. Where appropriate, the student will be offered guidance meetings to advise on future places of education.

Suspension and Exclusion

Definition of Suspension: the Principal decides that a student is placed out of College for a fixed or permanent period as a consequence of unacceptable or unmanageable behaviour. During a period of fixed term suspension, work will be provided by the College for the student to complete.

'Suspended' status is not the same as short-term removal from mainstream lessons. Suspension is noted on a student's 'record' and has to be reported on transfer to other educational establishments.

Suspension can be fixed term: a period of 1 – 5 days depending on the seriousness of the incident. In exceptional circumstances, a student could be fixed term suspended for more than 5 days, but the College would make educational provision. Following a fixed term suspension parents **MUST** attend a re-admission interview before a student is reinstated in mainstream lessons. Following a suspension a student will be placed on a personal support program (PSP).

Permanent Exclusion means a recommendation has been given by the Principal to exclude a student permanently from College. The College very rarely will move to permanent exclusion, which would acknowledge that the relationship between the College and a student is irrevocably broken. Only the Principal can approve the suspension or exclusion of a student and s/he should only do so having considered the following:

1. The nature of the offence
2. Whether the matter has been investigated properly (written statements, witness statements all considered) and the balance of proof satisfied
3. The student's version of events heard and recorded
4. Any mitigating circumstances or special considerations weighed including SEN
5. The previous involvement of the Pastoral Support Team and if there is a TAF for the student
6. Whether alternative strategies have been previously deployed
7. Who else might need to be consulted (SENDCo, Virtual Schools teachers, social worker, DSL, EHA support worker)
8. Precedents regarding length of suspension.

Notification of Suspension

When the Principal has decided to exclude the College will:

- Inform the parent by telephone straight away
- Write a suspension letter based on the LA template and ensure that it is posted on the day and will also be uploaded to the student's linked documents via Edulink

Governors' Discipline Committee

The Discipline Committee is responsible for reviewing the decision of the Principal to permanently exclude a student. Parents are informed by the suspension letter that they have the right to have a suspension reviewed. The Discipline Committee has limited powers to either uphold or overturn the Principal's decision to permanently exclude.

Independent Appeal Panel

The role of the Independent Appeal Panel is to review the permanent exclusion and Discipline Committee decision. An Appeal Panel may:

- Uphold the decision to exclude; or
- Direct immediate reinstatement or reinstatement at some future date

Serious Incidents

Staff who believe a serious behaviour incident has occurred must immediately refer to the Vice Principal or Principal.

The following list of possible serious incidents is not exhaustive and should be read in conjunction with the ELA Child on Child Abuse Framework, where further information about each type of incident is given. It should be noted that these apply to all children under the age of 19.

- Child on child abuse (bullying / online bullying / physical / initiation/hazing / prejudiced behaviour / relationship abuse / **sexual violence and harassment (this must be referred to the Designated Safeguarding Lead immediately)**)
- Substance misuse
- Violence towards staff
- Criminal damage

All staff should be aware that children can abuse other children (often referred to as child on child abuse). And that it can happen both inside and outside of school or college or online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. (KCSIE 2023)

Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

SLT and/or the safeguarding team will follow up on any serious incidents as per the serious incident protocol.

9. Appendices

1. IB LP

Principles:	Practices required:
Inquirers	<ul style="list-style-type: none"> • Develop your natural curiosity by engaging fully in all lessons and completing all tasks set on time as well as doing your own research and background reading • Learn how to ask the right questions and conduct research; show independence in learning by completing tasks by yourself with minimum input by your teacher • Show your teachers, classmates and team-mates you actively enjoy learning through participation in discussion and positive body language in all learning environments
Knowledgeable	<ul style="list-style-type: none"> • Connect the concepts, ideas and issues you explore in your lessons with the world, locally and globally. Always ask yourself, your peers, your teachers what the <i>significance</i> of what you are learning is • Attend punctually and work hard in all lessons to acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. Demonstrate this knowledge by seeking to achieve the best grades you can in your assignments and examination scores
Thinkers	<ul style="list-style-type: none"> • Be prepared to fail, examine failure and try again. Exercise your initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions
Communicators	<ul style="list-style-type: none"> • Understand that how you express yourself is key to peoples' perceptions of you. Learn to understand and express ideas and information confidently in a variety of modes of communication, knowing the difference between talking to peers and staff • Actively develop the skills to work effectively and willingly in collaboration with others
Principled	<ul style="list-style-type: none"> • Act with integrity and honesty in all situations. Demonstrate fairness, justice and respect for the dignity of the individual, groups and communities • Take full responsibility for your own actions and behaviour and the consequences that accompany them • When using social media: behave in a courteous and honest way, respecting the privacy and the feelings of others at all times; and avoiding the use of names, contact details or images of other students or members of staff without their prior permission
Open-minded	<ul style="list-style-type: none"> • Understand and appreciate your own culture and personal history and be open to the perspectives, values and traditions of others • Actively ask for and evaluate a range of points of view on your work and your actions; be willing to grow from the experience and engage with positive criticism
Caring	<ul style="list-style-type: none"> • Acknowledge empathy, compassion and respect towards the needs and feelings of others • Commit to service, and act to make a positive difference to the lives of others and to the environment
Risk-takers	<ul style="list-style-type: none"> • Approach unfamiliar situations and uncertainty with courage and forethought, openly admit to difficulties and actively seek advice • Be brave and articulate in defending your beliefs but always do so appropriately
Balanced	<ul style="list-style-type: none"> • Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others • Take positive actions to ensure your wellbeing and that of others is a priority

Reflective	<ul style="list-style-type: none"> • Recognise you are responsible for your own learning and experience • Reflect regularly on your own performance and behaviour • Be prepared and able to assess and understand your own strengths and limitations in order to improve your learning and personal development.
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2. IIC Dress Code

All clothing worn for College should reflect the fact that it is a professional, not a leisure environment.

- Clothing on the lower body should be at least mid-thigh length
- Clothing on the upper body should cover the back, shoulder, chest, stomach and hip areas completely
- Clothing must all be free of any pictures, designs, logos or slogans that could cause offence
- No clothing or jewellery will be permitted if it could cause a health or safety issue to the wearers or others

3. Two- minute interventions:

This is a short conversation with a student who is not following instructions/meeting expectations. The student will already have been refocussed as many times as you have deemed appropriate. The intervention takes place out of sight/hearing of whole class, during or at the end of lessons. Privately, ask the student to join you outside of the room. Adopt a side-by-side position if the student finds face to face interactions difficult. Keep a 1-2 meter distance and adopt non-threatening body language – relax your hands/arms and keep a neutral facial expression. Use a neutral tone of voice. The following script is suggested:

Are you ok? I was wondering ...(shows curiosity and care)

I asked to speak to you because...(shows acceptance of where we are)

This is just a pause, I want to get you back in and working (signals where we are going)

We have agreed...I need you to...(resets)

What do you need most to help you get back to learning (offers help)

Ok, breathe – we will go again; I will make it easy for you to go back in and save face (plan to go back in)

4. De-escalation: this means calming, rather than provoking, an already distressed child.

Staff will

- Maintain a good distance from students in a heightened state, at least outside of an outstretched arm
- Have open, non-threatening body language including sideways stance, relaxed hands, eye level or lower
- Always leave an open door/exit for the student
- Not engage with arguing/negotiating – use fogging
- Walk away if necessary and safe to do so

Use and repeat phrases such as below until the student is ready to talk, if appropriate;

- “Child’s name”
- “I can see something has happened”
- “I am here to help”

- “Talk and I will listen”
- “Come with me and...”

5. Reflective conversations:

Reflective conversations are about repairing, refocusing the relationship; they are done with children, not to them. To take part in a reflective conversation the member of staff must have their own behaviour under control and be prepared to put their relationship with the child at the centre of the issue. Reflective conversations can be done with Head of Sixth Form support but are conducted by the class teacher.

Questions recommended for a reflective conversation are as follows. Not all will be used in every conversation and should be adjusted according to the age and/or needs of the student:

What happened?
 What was unusual about today's lesson?
 What were you thinking at the time?
 How did you feel at the time?
 What have you thought since?
 Why do you think things went wrong?
 Who might have been affected by your actions?
 How have they been affected?
 What would make it easier for us to work together?
 What would make the next lesson go really well?
 How can we repair this?
 Where do we go from here?
 Who could help us with the next steps?
 If you had the lesson again, what would you change?

6. Attendance Strategy

This strategy applies to all students of Impington International College

Key Principles

- Students at Impington International College have the right to the best possible education.
- For students to access the best possible education, a high level of attendance is essential.
- Students' ability to achieve for the best possible future life choices may be jeopardised by poor attendance. This Includes application to Further and Higher Educational Establishments and future employment opportunities.
- To ensure Students understand the importance of attendance and take individual responsibility

Impington International College endeavours to provide a safe learning environment in which students can enjoy and achieve. We acknowledge the proven correlation between a high level of attendance and student academic outcomes. Impington International College attendance strategy emphasises positive strategies and a range of interventions to ensure the highest levels of attendance. However, when normal College procedures do not result in good attendance and student's reengagement with their chosen course, a range of further measures, including the students place at college being at risk, will be considered.

Impington International College aims to:

1. Emphasise the importance, to all students, of maximum attendance at college as an essential pre-requisite for making full use of all educational opportunities and to maximise individual achievement.
1. Make explicit to all relevant parties (students, teachers, and parents/carers) the College's expectations on attendance levels.
1. Promote a consistent approach across the College towards all matters relating to attendance.
1. Clarify the roles and responsibilities of all parties with respect to attendance.
1. Communicate to all relevant parties the categories of absence, which are deemed "authorised".
1. Stress the need for a collaborative approach between the student / home and college to work in close partnership to achieve high attendance with the aim to solve barriers, which may be preventing the expected attendance. A high level of pastoral and academic support will also be offered.

What is an acceptable attendance rate?

National data clearly shows a correlation between high attendance rates and high achievement and examination performance. It is a key indicator of an effective school and, as such, will be scrutinised by OFSTED.

Impington international College expects attendance at college to be 100%, unless there are exceptional or unavoidable reasons for absence, which can be authorised

Authorised Absences

IIC cannot authorise **any** leave of absence unless there are **exceptional circumstances**. The Department for Education (DFE) has issued guidelines to all education establishments detailing valid reasons for **authorised** or **justified** absences:

- A student is ill or receiving medical attention.
- Days of religious observance, notified in advance.
- Absence due to family circumstances (e.g., bereavement, serious illness).
- Interview with future educational establishment and employers

There are other absences, such as **approved sporting activities** that can be authorised and there will be events affecting families, some unforeseen, which will necessitate absence from College; professional discretion will need to be used in these cases as to whether the absence can be authorised.

We expect absences to be kept to a minimum; **routine medical and dental appointments should be arranged out of college hours if possible.**

Unauthorised Absences

These are absences where:

- No letter or acceptable explanation is provided by student or parents/carers.
- The reason for the absence does not fall into one of the categories of **authorised** absence above.

DFE guidelines state that the following activities would be classified as **unauthorised**:

- minding the house
- caring for relatives
- awaiting repair people
- shopping
- a birthday or family celebration

There are clearly some grey areas. The DFE guidelines look at the area of Special Occasions and make clear that only truly exceptional occasions should be classified as authorised; for example, absence resulting from a student attending the wedding of a parent could be counted as authorised; a birthday treat to a theme park would not.

Persistent Lateness to College

It is the duty of the student to ensure that they attend College regularly and punctually. This encourages habits of good timekeeping and lessens any possible classroom disruption.

Student / Home/ IIC Partnership

Securing a high level of attendance requires the College, student and home to work closely together. To this end, we ask students to:

- Arrive on time for every timetabled class
- If the student is ill, the student or parent/carer notify the College **on each day** of absence by **8am** using the online absence form.
- Recognise if there is an attendance issue and seek the appropriate support either pastoral or academic.

In return, Impington International College will:

- Follow up student absence where there is no explanation.
- Inform parents/carers if an absence form has been submitted.
- Follow up promptly any concerns raised by the student or passed on by teacher or parents / carers.
- Involve IIC Leadership Team to support students to re-integrate into college after illness or other individual circumstances.
- Regularly and consistently remind students of the importance of good attendance and punctuality.
- Acknowledge improving attendance.

Please be reassured:

We feel attendance levels are an indicator of how effective and caring a college is. Failure to attend can be an indication that all is not well with the students' wellbeing. Equally, consistent attendance is an **essential** pre-requisite for effective learning.

IIC takes attendance seriously and have put a lot of time and energy into getting our procedures as efficient and effective as possible. We urge you to give this matter the priority it deserves.

Impington International College Attendance Procedures for Students and Parent/Carers

Improving attendance is a whole college initiative. Helping to create a pattern of regular attendance is everybody's responsibility including students, parents and all members of college staff.

The diagram below highlights the college approach to attendance monitoring and intervention.

These are led by the relevant Head of Sixth Form. Please note, we monitor unauthorised absences and levels of sickness to ensure we have a full picture of our students' attendance.

If attendance is above 96%, with 4% or less of unauthorised attendance, then no interventions are necessary.

Level 1

Unauthorised absence 4%- 7%

Some concerns for progress/attainment

Email to be sent to Tutor by Attendance Officer to follow up with a conversation with the student.

Academic concerns to be passed on to the relevant Head of Sixth Form.

Pastoral concerns to be passed on to the Director of Pastoral Care

**Level 2**

Unauthorised absence 8% - 10%

Risk of under achievement

Letter sent to student and parents/carers to inform them of level of attendance by the Attendance Officer. Monitoring period and level of expected attendance agreed. Further absence may not be authorised without medical evidence from GP/Hospital/Dentist (student / parent carers are informed of this in the letter).

**Level 3**

Unauthorised absence 10% +

Persistent Absence**Severe risk of under achievement**

Interventions include letter sent to student, parents/carers of level of attendance. A meeting will be arranged with the relevant Head of Sixth Form to discuss strategies interventions and potential programme changes. Further monitoring period agreed.



If after this monitoring period attendance has not improved and reached expected level, a further meeting will be arranged to discuss progress and potential dismissal from the college.



Impington International College

Inclusion and Inclusive Education Policy

First adopted	June 2024
Review cycle	Three Years
Reviewed by	Victoria Hearn, Johanna Sale, Governing Body

Impington International College Inclusion and Inclusive Education Policy

At Impington International College, we are dedicated to fostering an inclusive learning environment that upholds the principles of equality, diversity, and respect for all individuals.

Legislation

In accordance with The Equalities Act 2010, which prohibits discrimination on the basis of protected characteristics including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation, IIC is committed to promoting and safeguarding the rights of every student. We also align our practice with the UN Convention on the Rights of the Child, ensuring our students are treated with dignity, are given a voice and have equity in the accessing of high-quality education without discrimination.

We aim to create a culture of support and growth where every student feels valued, respected and empowered. Aligning our policy to the IB Learner Profile, we seek to promote understanding, acceptance and a celebration of differences to cultivate a culture of inclusivity that permeates every aspect of College life.

Duty and responsibilities

- **All Staff:** It is the responsibility of the entire Impington community to ensure that the culture and environment of the College reflects and promotes the values that underpin inclusion and that all individuals are protected from discrimination.
- **Students** will be empowered in this area through the expectations of Ready, Respectful, Safe as outlined in the Behaviour and Relationships Policy.
- **The Heads of Sixth Form (IBDPC and IBCPC)** as members of SLT are responsible for the implementation of inclusion and to lead all teaching and support staff in safe practice within the sixth form.
- **The Equality and Diversity Lead** provides CPD for staff and works alongside the DSPS to support students and staff in promoting inclusion.
- **The Designated Safeguarding Lead** for sixth form is responsible for ensuring safeguarding procedures are inclusive and accessible to all students.
- **The Lead Governor for Sixth Form** is responsible for liaison between the sixth form leadership team and the Governing body of the College.

Inclusive Education in an IB World School

As part of an IB World School, IIC “believes in an inclusive approach to education designed to remove or reduce barriers so that every student can fully participate in IB Programmes”.¹ We are proud of our diverse community; the staff and student body comprise over 80 nationalities representing a range of cultures and beliefs. Our inclusion policy aims to provide a framework to ensure all students from all backgrounds, including students with SEND and EAL, receive a high-quality education that is broad, balanced and adapted to meet individual needs.

We have high expectations of work, attitude and behaviour and we place great value on the involvement of students and their parents / guardians to maximise wellbeing and academic success.

Supporting student need

IIC believes in full integration of students and favours supplementing the education of the students with additional support within the classroom from the position of quality first teaching. At IIC we firmly believe that the central place of approaches to learning (ATL) in all IB programmes helps teachers and students respond in a flexible way to individual learning needs, including the needs of those who are learning in a language other than their first language or who have learning support requirements. Adaptive teaching practices build opportunities in which each student can develop, pursue and achieve appropriate individual learning goals.² Adaptive teaching is therefore a key requirement in our expectations of best practice, in relation to inclusion.

Early identification and intervention for additional needs begin at the application stage. Assistant Principals (Heads of Sixth Form, IBDPC and IBCPC), and the Director of SEND and Pastoral Care (DSPC) engage in dialogue with students, parents/carers, and previous schools to identify needs. This includes utilising data such as the Cambridgeshire Risk of Non-Involvement (RONI/NEET) and Child Protection information from previous schools.

Students who have additional needs meet with the Director of SEND and Pastoral Care to discuss barriers to learning, and plans for support are developed in collaboration with the SENCO. Throughout the academic year, teaching staff and tutors refer students to the DSPC for support, both within and outside the classroom.

¹ International Baccalaureate Organisation: Equity and inclusive education in the IB

² Diploma programme: From Principles into Practice: learning Diversity and Inclusion

Teachers receive training and guidance on adaptive teaching practices, empowering them to provide tailored learning opportunities that match each student's goals, methods and are relevant to their skills and knowledge. We also foster self-reflection among staff and students to promote self-advocacy and independent learning skills within the IB programmes, encouraging ongoing dialogue to enhance learning and inclusion for all.

Key components:

- Prompt identification of student needs through communication with previous educational institutions and baseline assessments
- Transparent discussions with staff, parents, and students regarding the background and nature of these needs
- Collaborative planning involving both parents and students to devise strategies for meeting individual needs
- Communication of tailored strategies and set targets for students, with regular monitoring of progress.
- Ongoing evaluation of systems and procedures to support all students, including those with identified SEND, through continuous engagement with staff, students, and parents.
- Establishment of partnerships with external agencies as needed to provide additional support

Support for students

- Access to appropriate ICT facilities including providing Chromebooks when needed and supporting access and use of appropriate software
- Special arrangements for external and internal examinations
- Appropriate and individual careers' advice and guidance including support with applications to Higher Education institutions.
- Specialist EAL Coordinator to offer guidance on best practice³
- Fire evacuation plans are in place for disabled pupils. Refuge areas are clearly marked. All buildings have appropriate access arrangements for disabled students.

Inclusive Access Arrangements

Inclusive access arrangements for those students at IIC following the International Baccalaureate Diploma Programme (IBDP) and the International Baccalaureate Career-

³ See Impington International College: Language Policy

related Programme (IBCP) aim to ensure that all students, regardless of their individual needs or circumstances, have equitable access to the curriculum, assessment, and support services.

This can take various forms:

Student Profile (ILP): Students with diverse learning needs, including those with disabilities, learning difficulties, or English as an Additional Language (EAL) requirements, may have ILPs developed in collaboration with teachers, parents, and support staff. These plans outline specific accommodations, modifications, and support strategies tailored to the student's needs to facilitate their access to the curriculum and assessments.

Extended Time for Assessments: Students with specific learning difficulties, disabilities, or other needs may be granted extended time for assessments to ensure that they have sufficient time to complete tasks and demonstrate their understanding. This accommodation may be provided for both in-class assessments and formal examinations, in accordance with the guidelines and regulations set by the IBO.

Alternative Assessment Format: In some cases, students may require alternative assessment formats to accommodate their individual needs. This could include providing assessments in alternative languages, formats (e.g., Braille, large print), or modalities (e.g., oral assessments) to ensure equitable access to assessment opportunities.

Use of Assistive Technology: students with disabilities or specific learning needs may benefit from the use of assistive technology tools and resources to support their learning and assessment. Inclusive access arrangements may include providing access to assistive technology devices, software, or other accommodations to facilitate the student's participation in the curriculum and assessments.

Accessible Learning Materials: Ensuring that learning materials, resources, and assessments are accessible to all students is essential for promoting inclusivity. This may involve providing materials in accessible formats, such as digital text, audio recordings, or tactile resources, as well as ensuring that online platforms and resources are designed with accessibility features in mind.

Regular Review and Monitoring: Inclusive access arrangements should be regularly reviewed and monitored to ensure that they remain effective in meeting the student's needs and promoting their inclusion. This may involve ongoing communication and collaboration between teachers, support staff, parents, and the student to identify any adjustments or modifications needed to support the student's progress.

Roles and responsibilities

- Heads of Sixth Form (Assistant Principals IBDPC/IBCPC) and DSPC: identification of students with inclusive access/SEND and continuous update of all records.
- SENCO: to ensure provision is made as appropriate.
- Heads of Sixth Form (Assistant Principals IBDPC/IBCPC) and DSPC: application for Inclusive Access Arrangements for IB/BTEC exams and potential application for adverse circumstances.
- Parents and guardians: To share any relevant diagnosis documentation and information with the DSPC and Heads of Sixth Form
- Teaching staff: Be up to date with student profiles and ensure that planning, assessment and teaching is adapted to meet individual need.