



WHERE EVERY CHILD SUCCEEDS
MY MYANMAR
INTERNATIONAL SCHOOL



Curriculum, Assessment & Academic Integrity Policy

www.mymyanmarschool.com

Curriculum, Assessment and Academic Integrity Policy

Curriculum Standards and Policies:

Students who attend My Myanmar group of schools at a high school level, from Grade 1 –Secondary 4, are given the opportunity to immerse themselves in educational programmes which are of the highest academic standard and can be tailored to meet the needs and interests of each individual student. With a variety of subjects and educational programs on offer, students can follow a path that leads to personal growth, continuous development, and individual success.

The focus at this stage of the educational journey is to further enhance a student's love of learning, while deepening their understanding of subject areas, reinforcing solid studying habits, and teaching valuable life skills. Students are encouraged to learn to work effectively as individuals and as part of a team, aiding in the development of communication, leadership, and collaborative skills, while cultivating responsibility and respect for others.

Our school Mission statement

We aim towards ensuring that students learn to illustrate integrity and honesty in all their work. Through this the students become 'principled' in their action and work. They exhibit this through acknowledging other people's ideas and maintaining fair practices during examination. Thus, they accept responsibility for their actions and its consequences. They become 'reflective' towards their approach to the world and the ideas and experiences shared by others.

Students shall receive credit for the work that is a result of their own efforts. They shall adhere to the values and behavior that are part of the school culture and environment. Through this the students acquire values like honesty, integrity, respect, fairness, trust, and responsibility. These values become an essential part of their being which shall guide their current and future actions in an ethical manner throughout their life thus making them 'active, compassionate, and lifelong learners'.

Curriculum Highlights of Primary (1-5) of My Myanmar International:

Our curriculum encourages learners to move from lower-order thinking to a higher-order thinking level. Any information that the brain cannot connect to in a meaningful way is difficult to recall and causes stress to the brain. Memorizing is the lowest level of brain function and causes the highest stress since the brain feels completely disengaged.

This lower order learning gets accessed only by the brain's short-term memory and gets deleted once the brain no longer feels the need to retain it – post a test or exam. Children acquire the ability of higher-order thinking when they have the necessary knowledge and comprehension. These are better acquired and retained in the long-term memory through more challenging tasks. Instructions (plans, activities, and worksheets) and assessments (formative and summative) take children from a lower level of thinking - Understanding, Remembering, and Applying to a higher level - Analyzing, Evaluating, and Creating.

Learner's Profile in My Myanmar International School:

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

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

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

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

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

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

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

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

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

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.

In today's world where information is proliferated through various medium students need to be aware of the validity and reliance of it. As inquirers they work towards developing skills of inquiry, research, and reflection.

Furthermore, this knowledge is then applied in their academic assignments in a constructivist approach to illustrate their depth of understanding of that topic. This is enhanced by being principled in their approach by acting with honesty and integrity.

SOL - Scheme Of Learning - Lesson Plan template

A SOL is a detailed document done by the teacher for guiding the teacher/facilitator (self) to share content with the learners daily. It serves as a route map for the teaching-learning process, it helps the facilitator identify the objectives. plan the sequence of learning along with activities and assessments. A lesson plan also helps the teacher/facilitator reflect on the ways to improve.

The template for the lesson plan has been revised, for achieving the 4 domains of TL Process which is Reading, Writing, Listening and Speaking. The highlights of the lesson plan template are,

❖ **Structure**

The Duration and the Unit Index at the beginning of the thematic unit provides an overview of the period break up for the content.

Each period has:

- ❖ Learning Objectives (Learning objectives of the chapter and the period) Teaching strategies (examples KWL, Fishbowl, six thinking hats etc.) Student attributes (marking the TIS student profile in the lesson plan)
- ❖ Time Distribution (Each activity in a lesson plan is provided with an expected time to ensure that the activity is sufficiently timed)

Main Body of the Template

Learning Materials and resources (Each activity/ strategy in the lesson plan is supported with the corresponding materials and resources)

- ❖ Warm Up – Introductory activities/strategies for engaging learners.
- ❖ Procedure – Detailed instructions to explore the topic with varied teaching strategies and activities.
- ❖ Wrap up – Plenary activities are planned as part of the planned learning episodes. They summarize and take stock of learning that happened in the classroom through a carefully planned task. It is
- ❖ A review of the concepts allowing the teacher to plan.
- ❖ Generally, would be towards the end of the lesson
- ❖ Sometimes conducted during the lesson and is termed as mini plenary.

They are linked carefully to the objectives and learning outcomes of the lessons as a whole.

Co-Curricular Activities as part of the Curriculum Offered in My Myanmar International School:

My Myanmar International School co-curricular programmes are designed to complement and extend the learning which takes place during the usual class schedule, allowing for a more comprehensive understanding of the material being studied and creating an environment where students can grow and develop as individuals, while pursuing authentic, engaging, and immersive learning experiences.

The clubs and activities on offer, aim to empower students and equip them with the necessary tools to succeed in life after high school, effectively preparing them for university and their future careers, by providing them with every opportunity to create a portfolio which reflects a well-rounded and well-developed individual, so that they can apply to top universities around the world with confidence.

LABS

My Myanmar International School pride ourselves on the well-equipped Science Labs with all the required safety protection.

Integrated Science Lab

To do Biology Practicals:

At My Myanmar International School, we have a well-equipped and well-ventilated Science laboratory that caters to students from Primary to A levels. Having excellent lighting facilities as well as all the apparatus, it has a wide range of sensors used by students for advanced research in the areas of their interests. The biological specimens, permanent slides and charts enhance the teaching - learning process resulting in individual growth. The integration of theory and practical provides hands on learning experience to the students that motivates them towards further research and development.

To do Physics Practicals:

The students are provided with well-equipped Physics Laboratory practical equipment where practical classes are designed to complement materials that have been presented in theory lessons. Students spend considerable parts of their time doing a wide range of practical or laboratory work. Here the learning is very 'hands on' and classes are designed to allow students to develop a wide range of techniques and personal skills. Besides, Students here get exposed to conventional methods as well as highly sophisticated techniques of data collection and practical conceptual execution using software-based simulators by using the smart boards that we use in our classrooms and the LABS.

To do Chemistry Practicals:

My Myanmar International School has a well-resourced chemistry lab practical equipment with up-to-date apparatus as well as required chemicals that caters the students from primary to the secondary level. Keeping the latest curriculum in mind the lab is furnished with spectrophotometer, conductivity meter, vacuum pump, and other necessary assets such as distillation assembly, stirrer, heating mantle to provide the students with an integrated approach where theory and practical are mingled in a planned way. Besides, in accordance with the international standard our lab has eyewash, shower, and fume hood to ensure the safety of students while conducting experiments.

Computer Science and ICT Lab

Information and communication technology (ICT) has added a new dimension to 21st century education. In this era of digital world ICT Lab in My Myanmar International School provides the actual platform and exposure for young minds. Our lab is networked and well equipped with the latest computer systems with 1:1 ratio of user and machine. Enabled with a complete Wi-Fi School Building.

My Myanmar International School Lab and digital resource center, we provide the facility to our students to explore the world through the internet. To facilitate qualitative research works senior students (IGCSE) are also allowed to use laptops, Tabs, Phones within the school premise under the supervision of the teachers for academic purposes only.

Moreover, the school has already installed its in-house and highly advanced ERP systems like CAMPUSLIVE, LAW, Discovery Education, Redbrid which makes required information accessible to the authorized users at the click of a button for recording and enhancing Students' academic performance. Enough computers

are deployed for students to use, as well as the latest laptops with good configuration are used by the teachers to do their research work and other schoolwork.

Library Hour And Presentation / Research Session

Library “Where Imaginations play, learning happens. “It is a fully furnished, well-stocked, spacious & modern-day computerized library. Besides providing books, various other resource materials are freely available for research and presentation. Major national, international magazines, newspapers and periodicals are available.

PE Session

At My Myanmar International School, we have a well-defined games programme including athletics, fitness, basketball, and badminton etc. We aim to achieve this by giving access to high quality, free play opportunities that offer fun, variety, adventure, culture, and challenge. We provide supervised game provisions that meet the needs of all children.

We aim to develop child-friendly communities to raise the profile and importance of sports and games for our students.

Music and Dance Session

The Music Room and Dance Hall are spacious and specifically designed rooms equipped for Music and Dance sessions. My Myanmar International School provides specialized spaces for rehearsals and it is ventilated and furnished with a Projector- Screen and a well-spaced seating plan. The music studio is stocked with an assorted range of musical equipment.

Art Session

Here at My Myanmar International School, primary-level students develop artistic skills through exploration, observation, hands-on experiences, critical analysis, free expression, and discussions at art time. We provide students with a conducive environment where teachers and students share a friendly relationship to nurture their creative and intellectual faculties.

Leadership and Well- Being Program by Our In-house Trainers

We at My Myanmar International School believe in creating a strong foundation for every student by focusing on their Academic growth, Social Development and Emotional Development. This is done by providing students with Social and Emotional Learning Skills and Individual Counseling and Youth leadership Programs.

Every student is blessed with strengths and weaknesses. Our Social and Emotional Learning Skills Program focuses on helping each student discover their strengths and learning ways to use them more often in their day-to-day life for a successful tomorrow.

As a part of Social and Emotional Learning Skills and leadership Programme, we help students develop skills such as Self-Awareness, Self-Acceptance, Handling emotions like anger and frustration, connecting to people, overcoming examination anxiety, enhancing self-esteem and more, so that they are more prepared for the real world with appropriate Self-Help skills.

In Individual behavioral counseling, we provide students with the opportunity to discuss any kind of concern: academic, emotional, or personal. Sometime new students experience adjustment problems; during examination

many students experience examination anxiety; sometimes students experience peer pressure or low confidence level.

Our counselor deals with these kinds of concerns in individual counseling sessions. Any concerns which cannot be dealt with, in school premises are referred outside to specialists after taking parent's consent for in depth assessment and therapy.

Road Map – Career Counsel / Placement Cell

At My Myanmar International School, as our students begin to prepare and make decisions about their future, it is our responsibility to enrich our students with knowledge of their options after school. This awareness and information will help children to make the right choices over the next few years. We aim to help students identify their dreams and provide them with information to make them a reality.

Throughout the year, the Career Counseling Programme will host weekly sessions by our Principal who is a certified career counselor, events, which will provide Primary and Secondary students, the opportunity to engage and interact with:

- ❖ Representatives from national and international Colleges / Universities (College Day Fairs)
- ❖ Professionals and Experts from varied fields
- ❖ Alumni Talk in a regular interval about their college placement experiences and exposure to university expectations.

Through One-to-One counseling sessions, students will gain clarity about the careers and colleges which best fit their needs, strengths, and area of interests. Once students select their Universities in different countries, they will be guided through the admission process, from filling out the forms to writing their college essays and Much more.

Assessment Procedures and Policies:

Assessments In My Myanmar International School:

My Myanmar International School believes assessment should be cohesive into all aspects of the learning. Assessments should be

- ❖ Continuous and should provide fair information about student performance in terms of strengths and weaknesses.
- ❖ Should also provide information on the efficacy of the programme.
- ❖ Should focus on what students know, understand, their abilities and feelings at different stages of the learning cycle; the aim of assessment being to maximize the potential of each student.
- ❖ Should be holistic and analytical.
- ❖ Should deploy a range of assessment strategies and tools.
- ❖ Assessment process should be transparent to allow students to build confidence in their abilities and take ownership of their learning achievements
- ❖ Should give due credit to effort, hard work, intrinsic motivation, and varied learning levels

Purpose of Assessments in My Myanmar International School:

“Assessment—a term used to cover all the various methods by which student achievement can be evaluated. Assessment instruments may include tests, examinations, extended practical work, projects, portfolios and oral work, some carried out over a prolonged period and marked by the student’s teacher”.

The assessment’s purpose is:

- ❖ Assess the student’s progress in the learning process.
- ❖ Produce feedback for student, parents, and external institutions
- ❖ Inform in terms of curriculum achievement and review Through this process the approaches to teaching and learning are going through modifications and changes as per the requirements of the students and their differential levels of comprehension and understanding.

“Formative assessment correctly identifies the knowledge, skills and understanding that students should develop, rather than accurately measuring the level of each student’s achievement”.

“Summative assessment is used for quite different purposes, including the provision of information about student achievement, the certification and selection of students”.

Through this process students’ growth is profiled so that strategies can be adopted to cater to their needs. The purpose of assessment is to inform and guide teaching and learning. It involves the gathering and analysis of data and information about teaching learning processes to inform pedagogical practices and processes.

It evaluates what students know, understand, and can do at different stages in the learning process. Assessment provides valuable inputs not only as feedback but also provides a feedforward to all members of the learning community.

Assessment Aims

‘Assessment will aid in achieving the curricular and philosophical goals of the programme through good classroom practice and appropriate student learning’.

- ❖ The predicted grades shall have a sufficiently high level of reliability, aiding students to acquire admission into universities all over the world.
- ❖ Integration of planning, teaching, and learning.
- ❖ Clarity, of systems and practices, to the stakeholders – teachers, learners, and parents. 8 · Pre assessment – ascertain the pre knowledge of a student / group of students before embarking on a teaching learning assignment.
- ❖ Balance in formative and summative assessments.
- ❖ Peer, self-assessment, and reflection.
- ❖ Feedback and reporting to stakeholders.
- ❖ Analysis - individual student’s needs.

- ❖ Effectiveness - curriculum and teaching methodology: ‘Assessment for each subject shall include a suitable range of tasks and instruments/ components that ensure all objectives for the subject are assessed’.
- ❖ Ensure academic honesty is always observed.
- ❖ ‘It shall incorporate higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application)’.

Assessment in Grade (1-5):

- ❖ To evaluate learner’s knowledge, understanding, skill development and progress individually and in groups
- ❖ To build a clear picture of the learner’s interests, strengths, weaknesses
- ❖ To celebrate learning
- ❖ To garner feedback of the teaching learning process and the programme so as to feed forward the future learning
- ❖ To evaluate and prepare a roadmap for a learner’s journey by identifying specific and group needs

How we assess:

At My Myanmar International School, we would be focusing on:

Assessment for learning (formative assessment) – assessment for diagnostic purposes, to test previous knowledge and during the teaching learning process.

Assessment for learning (summative assessment) – Purpose is to report on the progression of learning done at the end of a unit, year level.

Assessment as learning – its purpose is to support students in becoming independent, self-regulated and life-long learners through interaction with peers, teachers, and self-reflection. It is continuous and entails planning, monitoring, and reflecting on developed goals to modify and adjust learning.

What We Assess in Grade (1-5) of My Myanmar International School:

- ❖ Knowledge - what a child knows
- ❖ Conceptual understanding - monitoring and documenting and measuring on how concepts are recalled, explained, applied and transferred through a range of learning experiences.
- ❖ Skills - What a child can do. observe and monitor developmental growth and progression of skills over a period. (Approaches to learning)

- ❖ Inquiry process – Monitor and document the students’ ability to make connections across subjects and apply skills to construct new knowledge.

How to assess

Primary assessments of learning have 4 dimensions which interplay through each other.

- ❖ Monitoring
- ❖ Documenting
- ❖ Measuring
- ❖ Reporting

At My Myanmar International School, Monitoring, documenting, measuring, and reporting of learning would be done through different tools and strategies.

Monitoring (Teacher and Self Strategies)	Tools	Documenting Tools	Measuring Tools	Reporting Strategies
<ul style="list-style-type: none"> · HOA / HOD Observation · Questioning · Reflection · Discussions · Peer coaching and Mentorship coaching · Self-assessment · Planning, monitoring, and reflection on learning goals through walk-throughs by HOS /HOA/HOD 	<ul style="list-style-type: none"> · Open ended tasks · Written or oral assessment · Learning portfolios · Learning logs · Learning stories 	<ul style="list-style-type: none"> · Exemplars of students work and progress · Exemplars of checklists · Rubrics · Anecdotal records · Portfolios · Reflection journals · Progression continuums 	<ul style="list-style-type: none"> · School designed or commercial tests like olympiads 	<ul style="list-style-type: none"> · Parent/teacher student conferences (as per the calendar or as per need) · · Unit end presentations (after every 2 units) · Written feedback and feed forward to students

Observation: Learners are observed by the Homeroom teacher and Subject Teachers often and regularly. The observation can be a group observation or individual observation.

Performance Assessment: Learners are assessed on the goal -directed tasks with established criteria. These tasks are usually multimodal and require the use of many skills: Audio, video, and narrative records.

Process Focused Assessment: The Learners are observed often and regularly, and observations are recorded in many forms. Checklists and narrative descriptions are common methods we use.

Selected Responses: One dimensional exercise. CETs, MPTs, THTs and quizzes are the most common examples of these.

Open- ended Tasks: Learners are presented with a stimulus and asked to communicate an original response. The answer can be brief written answers, a drawing, a diagram, graphic organizer or a solution.

Assessment Tools:

Tools are the different ways of recording the assessments given.

Rubric: Predetermined scale is set to assess the learner's performance. Rubric can be developed by the learners collaboratively or by the teacher.

Exemplars: Samples of a student's work is set as a benchmark and is shared with the learners.

Checklists: These are the list of information, data, attributes or elements that should be present. A mark scheme is a type of checklists, we maintain for the record purpose.

Anecdotal Records: These are brief written notes based on observation of the learners that is maintained by the Teacher in CAMPUSLIVE.

Curriculum Overview – Lower Secondary, Upper Secondary and High School

Learning Prep

Learning prep has been designed with the aim of helping students master concepts and crack the exams. This will be achieved through practice sheets, challenge sheets, and Mock Checkpoint as a Chapter End Tests - CET for each chapter in every unit across Term 1,2,and 3.

Challenge sheets like 5 Minute Progress Tests - 5 MPTs have Higher order thinking skills-HOTs questions that encourage the learners to test their knowledge of a concept. Mock tests in form of Term End Tests trains the learners at acing the exams with appropriate support.

Evaluations

- ❖ It is a process that is incorporated in the lesson plan for collecting feedback for teaching improvement.
- ❖ Towards the end of every period there will be an oral evaluation, like thumbs up thumbs down etc. and after every chapter, there will be a written evaluation - CET.
- ❖ These evaluations have to be documented for an analysis of the day-to-day teaching-learning process in a classroom.

The My Myanmar International School middle school curriculum is designed according to the OIC syllabus and SOW. The curriculum is imparted through student-centric strategies where the teacher is the facilitator.

1. An emphasis on student involvement: Learner activity and formative observation lay emphasis on student involvement.
2. A focus on learning goals and outcomes: Learning Objectives and outcomes mapped
3. An opportunity for teacher reflection: Plenary and evaluation provide an opportunity for the teacher to get feedback on how the kids have understood the content.

Inverted Classroom

The pedagogical model of a flipped classroom is used more often in the curriculum where the typical lecture and element of homework are reversed. To put in plain words the curriculum is not poured out upon the student rather, it is elicited from the students – ‘A bottom-up approach to curriculum and knowledge/learning.’

Purpose of Assessment

At My Myanmar International School, we understand that teaching, learning, and assessment are intrinsically interrelated. We believe that

- ❖ Both student and teacher have an active role in assessment.
- ❖ Assessment should be challenging, significant, frequent & on-going.

We believe that assessment has two important roles:

- ❖ To prove what a student has learnt
- ❖ To improve a student's understanding and skills.

Our assessments are not only designed to provide a true picture of a student's ability they also enable us to enable us to provide feedback to the students based on their performances and progress.

Assessments also guide our teaching, learning adaptation and improvisation process.

Why do we assess

- ❖ To find out what students are learning and to identify a lack of understanding (e.g. in a particular area of the syllabus) and subsequently to set targets to rectify this.
- ❖ To talk about what students are expected to learn and to provide feedback on the learning process and to 'close the gap' between a learner's current situation and where they want to be in their learning and achievement
- ❖ To engage the students in reflection about his / her strengths and areas of improvement
- ❖ To promote a deep understanding of subject content by exposing the students to set real world context
- ❖ To provide opportunity for students to exhibit transfer of skills across disciplines.
- ❖ To establish accountability
- ❖ To develop a plan and improve the teaching process
- ❖ To promote critical and creative thinking skills
- ❖ To use the information for assigning forecast grades for University Admission and scholarships etc.

Assessment is a key component of the educational process at Secondary and High school level, as assessments provide vital information regarding a student's academic performance, to better track their progress in preparation for International examinations.

This process allows for a comprehensive understanding of a student's strengths and weaknesses in each subject area, so that My Myanmar International School Teachers can formulate structured learning programmes which suit the needs of each student, thus providing individualized support like remedial sessions post school hours and ensuring academic and personal development, that leads to a successful outcome at the end of each stage of learning.

In addition to the internal assessments, students appear for CAIE examinations for the Primary & Secondary Checkpoints and IGCSE certifications during May/June each year.

Types of Assessment

Assessment at My Myanmar International School is structured and is an amalgamation of formative and summative assessment.

Formative assessment

It is intrinsically woven into the day-to-day teaching and learning process and helps to plan the next stage of learning. It is aimed at identifying the learning needs of students and making the learning process supportive.

The following principles are followed in formative assessment: -

- ❖ Learning objectives and success criteria are shared with students as part of everyday practice.
- ❖ Exemplars are also shared with the students.
- ❖ Constructive feedback is provided to the students
- ❖ A variety of assessment forms are adopted such as -tests, quizzes, presentations, group discussion, assignments, debates, note-taking skills, research papers, class participation, lab work, open book assignments, project work, etc.

Summative Assessment

Summative assessment occurs at the end of a teaching and learning cycle. Students are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts.

Assessment in the Primary and Lower Secondary level:

We design our assessments to be fair, valid, reliable, and practicable. We assess what we know to be of value: deep subject knowledge - DOK, conceptual understanding, and higher-level thinking skills. Our flexible assessment structure maximizes time for teaching and learning.

A Foundation For Progression

Cambridge Primary and Lower Secondary provides excellent preparation for Cambridge Upper Secondary and other educational programmes. Cambridge Primary and Lower Secondary Checkpoint tests are used to monitor learners' readiness for the next stage of education.

External Benchmark includes two testing options:

- ❖ Cambridge Primary Checkpoint and
- ❖ Cambridge Lower Secondary Checkpoint.

These assessments provide an international benchmark of student achievement, helping teachers to identify learners' strengths and weaknesses and give advice on progression routes for IGCSE.

The academic year commences in June and concludes with the session ending annual examinations in the month of February.

One academic year has 3 Terms, and each Term has a Term End Assessment.

During each Term, several formative assessments take place as per the subject requirement. The sum of the Term scores is converted to percentage (%) which is recorded in the report card.

The primary and lower secondary school assessments are broadly designed to prepare students for IGCSE. All assessments strike a fine balance in evaluating content, knowledge, and critical thinking skills.

Absenteeism during Assessments

If a student misses assessment because of a serious illness or medical condition, the Head of Academics after discussion with the principal may at her discretion conduct a re-assessment provided the illness is verified.

With respect to Checkpoint and IGCSE the policies set by the Board are applicable.

Further Research:

After each term assessment the Primary and Secondary Head of the Department prepares a statistical report based on the student's progress and updates the Head of Academics and the Principal.

Action plans for student's better performance are made based on this report in consultation with subject teachers, Level leaders, HODs, HOA and the Principal.

Academic Integrity Procedures and Policies:

At My Myanmar International School, we believe in a discipline that comes from within. In a competitive society that emphasizes statistics and grades for students to further their academic choices, we at My Myanmar International School are not only heavily invested in their academic success, but equally invested in their progression as wholesome individuals with a moral fiber. A student's moral awareness as it applies to the academic environment is foundational to his or her success. We understand the pressure that students have to perform under and we are all the more resolved to guide them through it. The school is highly committed to the value of academic integrity.

“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.”

School Assessments: Specific Guidelines to safeguard Academic Integrity:

- ❖ Students enter the exam room quietly and in an orderly manner when instructed.
- ❖ Students to carry only transparent stationary cases/pouches.
- ❖ Students are not allowed any electronic device with external communication facility except calculators behavior.
- ❖ During exam if a student needs to go to restroom an associate invigilator to accompany the student.
- ❖ Students are not allowed to take away any unused exam stationery (paper) with them.

Academic Integrity Procedures and Policies:

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- ❖ Students are not allowed any electronic device with external communication facility except calculators for IGCSE students.
- ❖ No food or drink except water is allowed.
- ❖ No recording device is allowed.
- ❖ Students sit as per pre planned seating arrangement put up in the exam hall.
- ❖ Instruction of the invigilators to be obeyed. Students can be removed from the hall due to disruptive behavior.
- ❖ During exam if a student needs to go to restroom an associate invigilator to accompany the student
- ❖ Students are not allowed to take away any unused exam stationary (paper) with them.

Academic Dishonesty:

Academic integrity requires that students produce work that is their own work. In contrast, academic dishonesty is a student's attempt to claim and show possession of knowledge and/or skills that he or she does not possess. Academic dishonesty involves any attempt to obtain academic credit or influence the grading process by means that do not meet the expectations for academic integrity outlined in this policy.

Academic dishonesty includes, but is not limited to the following:

- ❖ Providing or receiving unauthorized assistance in coursework and lab work or unauthorized assistance during exams or quizzes.
- ❖ Using unauthorized notes, materials, and devices during examinations or quizzes.
- ❖ Falsifying or inventing data to be presented as part of an academic endeavor
- ❖ Altering or adding answers on exercises, exams or quizzes after the work has been graded.
- ❖ Plagiarizing the work of others and presenting it as one's own without properly acknowledging the sources. At its worst extreme, plagiarism is exact copying, but it is also the inclusion of paraphrased versions of the opinions and work of others without giving credit.

Reporting: Violation of Academic Integrity Policy

- ❖ Outcome based on the information could be the following based on the gravity of the situation. A teacher may choose to handle any academic integrity infraction himself or herself or refer it in a written form to the administrative office - HOA and Principals' Desk. Usually, unintentional or uninformed cases of Academic Dishonesty are treated with a warning, reporting to the parents, deducting marks or appearing for a retest.
- ❖ However, if a student is found practicing unfair means during an exam paper or encouraging any such activity, then the student's academic work on that paper will be confiscated and considered ineligible for any merit/credit/grade. The said student may also face dismissal from the school.

Responsibilities

All Students

- ❖ Are expected to be familiar with and understand the Curriculum, Assessment and Academic Integrity policy.
- ❖ Must accept full responsibility for the academic integrity of their own work.
- ❖ Should actively seek guidance and help from Academic Literacy teachers, subject teachers as well as the librarian as appropriate.

All Teachers

- ❖ Need to be familiar with and understand the Curriculum, Assessment and Academic Integrity policy.
- ❖ Must be firm, fair, and consistent in applying this policy.
- ❖ Have the responsibility to record issues pertaining to Academic Integrity and report to the Head of School and the appropriate Coordinators.

All Parents

- ❖ Should familiarize themselves with My Myanmar International School Curriculum, Assessment and Academic Integrity Policy.
- ❖ Are expected to support their children with their tasks and other projects in line with the My Myanmar International School policy expectations.
- ❖ Understand and accept any consequences in relation to Curriculum, Assessment and Academic Integrity and support teachers in this.