



MACHABENG COLLEGE
International School of Lesotho

MACHABENG COLLEGE POLICY HANDBOOK 2024



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1. BACKGROUND

Machabeng College is the International School of Lesotho established in 1977. The college remains committed to internationalism and interculturalism, reflected in its curriculum, particularly at the IB Diploma Programme level including its co-curricular opportunities. Additionally, the college uniquely offers the IB Diploma program in Lesotho as well as the IGCSE curriculum appropriated to support students in pursuing university education overseas.

To ensure inclusive education and adherence to equal educational opportunities, the Government of Lesotho, through the National Manpower Development Secretariat (NMDS), sponsors students for the IBDP and has supported the school financially for many years. As a fully IBO accredited institution, the College serves nearly 500 day-scholars and boarding students from over thirty-five (35) nationalities, aged 11 to 19+ years, supported by a dedicated team staff members.

Situated on a prime hill-top location adjacent to the Royal Palace, the college spans four hectares, providing a serene learning environment. Governed by a Board of Governors, the Head of School provides educational and organizational leadership within policy frameworks. For almost 50 years, the College has successfully modeled students into citizens ready to face the international community whilst maintaining the highest standards of international education and compliance with national regulations.

2. MISSION STATEMENT

To provide excellent pre-university international education and to serve as one of Lesotho's premier educational resources.

3. VISION

To strengthen the College's position as the school of choice for local and international families, who desire high quality global education.

4. BOARD CHARTER

4.1. INTRODUCTION

The Board of Governors of Machabeng College ("The Board") is responsible for the overall governance and strategic direction of Machabeng College. The Board is committed to ensuring that the College is managed effectively, in accordance with the highest standards of best practice and good governance set out for international schools.

4.2. PURPOSE

The Board Charter shall define the respective roles, responsibilities and authorities of the Governors as well as management of the college in setting the direction, the management as well as the control of the College.

4.3. DEFINITIONS

In this Charter;

"Board" is the Board of Governors of the College as stipulated under Section 23 of the Education Act (2010) as amended

"Chairperson" is the person in charge of the Board

"Charter" refers to the Charter of the Board of Governors

"College" refers to Machabeng College as an international school under the auspices of the Ministry of Education and Training of the Kingdom of Lesotho

"Governor" means a person appointed as a member of the Board of Governors as provided for in this Charter

"Head of School" means the person responsible for the operations of the teaching and learning of the College, who shall also be the Secretary of the Board

"Parent" means the biological parent or legal guardian of a student at the College

"Secretary" means a person responsible for facilitating, preparing the agenda in consultation with the chair, documenting and maintaining records of the Board Meetings

"Service Staff" means administrators or other staff whose duties are to perform work that supports the provision of teaching and learning at the college

"Student" means a person enrolled to receive education at the College

"Teacher" means a professional whose duties include teaching and the promotion of learning through various methods offered by the College

4.4. OBJECTIVES

The objectives of the Board of Governors shall include the following;

- a) To ensure that the College operates in accordance with its mission, vision and values
- b) To provide strategic leadership and guidance for the College's development and growth.
- c) To oversee the College's financial sustainability and ensure proper resource allocation.
- d) To appoint and evaluate the performance of the College's Head of School and Senior Management Team.
- e) To establish policies and procedures that align with legal, accreditation bodies' and regulatory requirements.
- f) To monitor and assess the College's performance and implement necessary improvements.
- g) To promote transparency, accountability and ethical behaviour in all aspects of the College's operations.

4.5. FORMATION AND MEMBERSHIP

- 4.5.1. The Board of Governors shall comprise of nominated and appointed members. The Head of School shall be an Ex-Officio member who shall also be the Secretary of the Board. Board Members shall be appointed for a term of five years, renewable for one additional term. Board Members shall be selected based on their experience, expertise and commitment to the mission and values of the College. The Board shall aim to achieve a diverse representation of backgrounds, skills and perspectives.
- 4.5.2. The Board of Governors shall consist of the following nine members appointed by the Proprietor and approved by the Minister responsible for Education and Training –
 - a) Two (2) members nominated by the Proprietor, one of whom shall be the Chairperson;
 - b) Three (3) members nominated by parents, one of whom shall be the Vice-Chairperson
 - c) And One (1) teacher nominated by the teachers;
 - d) A gazetted Chief or his or her representative under whose jurisdiction the College falls;
 - e) a member of the Local Council or his or her representative under whose the jurisdiction the College falls; and
- 4.5.3. Members shall vacate Office upon;
 - a) Death;
 - b) Resignation;
 - c) Declared bankrupt by the Courts of Law or an incompetent person;
 - d) Being imprisoned by a final Court Judgement
 - e) Breaching the code of conduct
- 4.5.4. Where a member vacates office under para 3.4.3, a new member shall be appointed without delay unless the remaining term of his or her office is less than 90 days. The newly appointed member shall hold office for the remaining period.

4.6. FUNCTIONS AND DUTIES

- a) Provide for strategic governance and leadership of the College in line with the Strategic Plan
- b) The Board shall ensure sound financial management, including the approval of annual budgets, financial statements and major expenditure
- c) Audit the College's financial statements
- d) Conduct regular evaluations of its own performance and that of individual Board Members to assess the Board's effectiveness, identify areas for improvement and enhance governance practices
- e) Establish sub-committees including but not limited to those listed in 4.12 as may be required to fulfil its duties

4.7. ROLES AND RESPONSIBILITIES

- a) Chairperson: Such a person shall provide leadership and guidance to the Board, preside over meetings and represent the Board externally.
- b) Member: Such person shall actively participate in the Board meetings, contribute their expertise and fulfill their fiduciary duties.
- c) Conflict of Interest: Members shall disclose any potential conflicts of interest and recuse themselves from decision-making on such matters
- d) Confidentiality: Members shall maintain confidentiality regarding all information obtained through their position as members of the Board

4.8. GOVERNOR'S LIABILITY

A Governor shall not be personally responsible for any act, omission or decision made in good faith and in the best interest of the College, provided such actions do not contravene the law or the provisions of the Charter. The Governors shall exercise reasonable care, skill and diligence in carrying out their duties and responsibilities as prescribed by applicable laws, regulations and the College's policies.

4.9. INDEMNITY INSURANCE

The College shall maintain appropriate indemnity insurance coverage to protect the Governors against legal actions, liabilities, expenses or losses arising from their duties and responsibilities performed in good faith and within the scope of their authority. The coverage shall be reviewed bi-annually to ensure it provides adequate protection and is compliant with legal requirements.

4.10. CODE OF CONDUCT

Governors are expected to comply with the letter and spirit of the law and with the principles of this Charter.

Governors shall ensure that in fulfilling their duties, they:

- ❖ Act in the best interests of the College
- ❖ Impart their expertise generously to the college
- ❖ Act with skill, empathy and diligence
- ❖ Make appropriate enquiries to ensure the College is operating efficiently and legally to achieve its goals
- ❖ Use the powers of their office for a proper purpose

4.11. MEETINGS AND DECISION-MAKING

- ❖ The Board shall hold a minimum of (4) meetings per annum
- ❖ Board meetings shall adhere to the approved agenda, distributed to members two weeks in advance
- ❖ A quorum of a Board Meeting shall consist of 50% plus one of the total number of Governors, including any ex-officio member and shall include the Chairperson or Vice Chairperson
- ❖ The decisions of the Board shall be binding if the quorum is formed
- ❖ Decisions of the Board shall be consensual, however in a case where consensus is not reached, decisions will be by two-thirds (2/3) majority
- ❖ Minutes of the Board shall be recorded and signed off by the Chairperson and Secretary and maintained as the record of the College

4.12. CONFLICT OF INTEREST

Conflict of interest arises when a Governor's personal, professional or financial interests or relationships interfere or appear to interfere with the Governor's ability to act in the best interest of the College.

- ◆ In the event of a conflicted Governor, such a person shall recuse themselves from the matter under consideration

4.13. SUB-COMMITTEES

The Board may establish sub-committees as required to fulfil its duties and responsibilities. Each sub-committee shall have a clearly defined mandate and shall operate in accordance with the Board's policies and procedures. The sub-committees may include, but are not limited to:

- a) Executive Committee
- b) Finance Committee
- c) Governance Committee
- d) Human Resource Committee
- e) Facilities and Infrastructure Committee
- f) Audit and Risk and Compliance Committee

4.14. TERMINATION OF MEMBERSHIP

- a) Membership of the Board shall be terminated automatically upon expiry of its specified term or upon the death or resignation of a member

- b) Membership may, upon recommendation of the Board, be terminated, prior to the expiry of the term thereof, if a member:
 - i. Has seriously neglected his or her duties
 - ii. Has violated any of the membership code of conduct
 - iii. Is incapable of performing his or her duties for any reason
 - iv. Failed to attend three (3) consecutive Board meetings without permission or an acceptable excuse

4.15. AMENDMENTS

The Board Charter may be amended or revised by a majority vote of the Board, provided that any proposed changes are distributed to members in advance

4.16. ADOPTION

This Board Charter shall be adopted upon approval by the Board of Governors of the College.

Signature of the Chairperson: _____ Date: _____

5. POLICIES

5.1. ACADEMIC INTEGRITY

INTRODUCTION

The school wide policy sets out the philosophical approach to academic integrity at Machabeng College as embedded in the Programme Standards and Practices. The Practices compel the college to have a written Academic integrity policy to ensure that the school's procedure for this practice is both transparent, fair and consistent.

DEFINITION OF THE POLICY

Academic Integrity refers to the use of one's own thoughts and materials in the writing of academic papers, taking tests and other classroom related activities. It involves commitment to the values of honesty, trust, fairness, respect and responsibility. As such, in our quest **to developing and providing exemplary learning opportunities for all the students**, these values should be embodied throughout one's institutional life at Machabeng College. It is expected that students will acknowledge the works of others, including material sourced from other writers and not claim it as theirs the work of others. They shall not give their work to others to pass off as their own as the aim is to help each student to **achieve personal excellence**.

AIM OF THE POLICY

- To promote good academic practice and a school culture that actively encourages academic integrity
- Encourage Teachers to guarantee that the students work does not violate any principles of The policy
- Enable students to understand what constitutes academic integrity and dishonesty
- Encourage students to seek guidance from their teachers and supervisors for support when completing assessed work in order to prevent any possible form of misconduct
- Explain to students the important role of ensuring that their work is authentic and original
- Emphasize to students that plagiarism is a serious academic misconduct

SCOPE

The policy defines the academic integrity and academic misconduct. It further sheds light to students on academic integrity and expectations of behavior linked to academic integrity throughout all levels of the school to reaffirm and remain consistent on the philosophical commitment towards academic integrity.

ACADEMIC MISCONDUCT

This is an action of any sort which may result in or could relate to giving a student an unfair advantage over others. These includes but is not limited to;

Act of Misconduct	Interpretation
Plagiarism	This is defined as the representation of the ideas or work of another person as the candidate's own.
Collusion	This is submitting the work which has been copied from or done with another student or allowing another student to copy your work and subsequently submit
Duplication of work:	Presenting the same work for different assessment components and/or diploma requirements.
Cheating in an Examination	Copying from or communicating with another student or taking unauthorized material such as notes into examination room

SUSTAINABILITY OF ACADEMIC INTEGRITY POLICY:

The College shall ensure that students receive formal tuition in research and study skills including providing appropriate **information technology resources with sufficient speed and reliability** as well as availing a copy the policy handbook. Students are further made aware that the coordinator and teachers are available to offer further advice and guidance.

REFERENCING AND CITATION

Machabeng students shall be exposed to citing information at the earliest time possible (as early as the Lower School)

ROLES AND RESPONSIBILITIES

Students, Staff and Parents/Guardians are expected to comply with the following criteria for Academic Integrity

STUDENTS

Students will exercise Academic Integrity in all aspects of their work in the following manner.

- Always acknowledge the work of others
- Acknowledge all material taken from other sources
- Reference each source used, this includes content generated by Artificial Intelligence (AI) Tool, see “using AI Tools” section for more detail
- Any text
- Observe all rules and expectations in class tests, school and public examinations

They will not:

- Claim as their own the work of others
- Give their work to others to be passed off as their own
- Seek outside help (e.g. parents, family, friends, tutors) in the completion of any supporting work that is allowed to be taken in and submitted for formal assessment
- Undertake any form of malpractice in class tests or school examinations
- Solicit teacher’s help beyond the stated guidelines

Using AI Tools

Students should be informed of the following rules when using an AI Tool:

- If they use the text (or any product) produced by an AI tool – be that by copying or paraphrasing that text or modifying an image – they must clearly reference the AI tool in the body of their work and add it to the reference section
- The in-text citation should contain quotation marks using the referencing style already in use by the College and the citation should also **contain the prompt** given to the AI tool and the date the AI generated the text

TEACHING AND NON-TEACHING STAFF

Teachers and non-teaching staff will afford students full academic support and encourage them to undertake their schoolwork to the best of their capabilities by means of all reasonable, transparent and honest academic strategies. This guarantees the minimization and detection of academic misconduct and:

- Ensures that students develop their work over a period. This approach is best suited to determine if the work belongs to the student and encourages best practice in writing coursework.
- Ensures that the students can explain their work sufficiently, to give confidence that the work has been created by them
- Checks that there is evidence that a student fully comprehends the relevance of quoting other people’s ideas when they are claiming that an idea or conclusion is their own work.
- Confirms that the quality of the final product is in line with what the student is capable of producing.
- They will also observe all rules and expectations in class tests and examinations
- Ensure that their students have access to and understand The policy
- Be vigilant in the supervision of students’ work
- Take appropriate action in cases of academic misconduct

PARENTS AND LEGAL GUARDIANS

Parents and legal guardians will support students and the school in developing and maintaining the highest standards of Academic Integrity

- They will support the school in reinforcing the principles of Academic Integrity
- Support students in developing good and appropriate study and research habits

The College shall investigate all allegations of academic misconduct and take immediate and effective action where allegations are proven. A proven allegation may lead to a report being made to the College body designated to deal with such matters. The aim is to teach and enforce correct behaviors, pre-empt and prevent the student from losing their qualification and protect the reputation of the college.

5.2. ADMISSIONS

INTRODUCTION

The Admissions Policy seeks to echo the position of the College and practices related to the requirements for admission of new students as well as setting-out a foundation for sustainable enrolment into Machabeng College. Our educational policy is open to all students who can access and equally benefit from the **academic programs**. The College is committed to high academic standards, well-being and development of all students in a common and meaningful learning environment. This provision is in line with the guiding principles of the United Nations Convention on the Rights of the Child.

DEFINITION

Echoes the position of the school and practices related to the requirements for admission of new students as well as setting-out a foundation for sustainable enrolment into Machabeng College.

SCOPE

The policy is applicable to both employees and prospective students of Machabeng College in all three schools from Lower School, Middle School and IBDP1.

AIM OF THE POLICY

- ◆ To ensure that the College gets the maximum admissions possible without making any compromises
- ◆ To have a fair and transparent policy for all parents/guardians
- ◆ To make the admission process easy for all applicants

DEFINITION OF CONCEPTS

Terms and Concepts	Definition
Admissions	Enrolment of new students into the school
Procedure	Process of enrolling students
International Students	Students who are not from Lesotho or Basotho nationals coming from other countries

Staff	Machabeng College's employees or any other person whom the college is in partnership with such as Maseru Preparatory School employees
Others	Community members who are interested in enrolling their children into Machabeng College
Entry Points	Levels in which students use to enter the College
Expatriates	Foreigners who are working in Governmental and Non-Governmental Organizations
Medical records	Documents which outline the medical history of a student

PROCEDURE

Before students are admitted at the College, they must complete and submit a full set of application documents for review. Application forms are available on our website, <https://www.machcoll.co.ls> and can also be accessed at the school.

The application documentation must be submitted with a non-refundable Application Fee charged at the time of application.

Applicants will write a placement test to determine their level of admission into the College. The placement test shall consist of two papers: Mathematics and English Language (this only applies to Lower School and Middle School) as no admission is permitted at the Secondary 5 for local applicants.

The Placement test shall assess the applicant's suitability for admission into the College and the results shall be communicated to the parents or guardians within three (3) working days.

In the case of International Students and Expatriates, placement test shall serve to determine the most appropriate level of the Applicant

POINTS OF ENTRY INTO THE LOWER AND MIDDLE SCHOOL

- ❖ Entries are permitted in August and January
- ❖ Applications are accompanied by the following documents:
 - a) Reference letter from the previous School
 - b) Latest Academic Records
 - c) Birth Certificate/passport
 - d) Completed application form
 - e) Completed medical records of the applicant
- ❖ Placement tests results shall be used to determine admission into the College

ENTRY INTO IBDP

- ❖ Admission into the IBDP requires applicants to meet specific criteria;
 - a) A minimum of 5 IGCSE, LGCSE or equivalent subjects passed with at least a grade C or better, including English, Mathematics and a Science subject to be admitted for the Full Diploma Programme
 - b) A minimum of (4) subjects passed with a grade 'C' or better including English and Mathematics for admission into the IBDP course
 - c) Additional requirements for Higher Level (HL) subjects:
 - ◆ An IGCSE grade or equivalent of 'B' or above for each HL subject
 - ◆ For Mathematics and Physics HL, a grade "A" is required in Extended Mathematics and Physics

5.3. INCLUSION AND SPECIAL EDUCATIONAL NEEDS

INTRODUCTION

The philosophy of the College is centered around offering the highest quality International Education to students of wide-ranging abilities and nationalities. The College values cultural diversity and seeks to provide a caring, innovative and stimulating environment, which realizes the full potential and celebrates the success of every student. The College undertakes to provide students with learning-to-learn skills and will prepare them to lead a successful life in the global village. The College encourages active involvement of parents and the wider community in the learning process of all students. This is essential in developing a caliber of students who are high-level thinkers, possess entrepreneurial and self-motivated research skills combined with the social skills needed to make them effective team players in their endeavors.

DEFINITION

The policy outlines the College's position regarding special educational needs (SEN). It (policy) notes that, a student shall be deemed to have special educational needs if he or she has learning difficulties that call for special educational provision to be made in order to make learning possible. The Policy further defines SEN as any restriction in the capacity of a person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition. (National Council for Special Needs Education (NCSE), p.9. 2014)

SCOPE

The policy applies to students enrolled at the College.

AIM

- The aim of The policy is to address the impediments suffered by the students with challenges relating to but not limited to sensory or physical impairment, learning difficulties or emotional/social development.
- to describe the way in which the College intends to meet the learning needs of students who experience learning barriers relating but not limited to sensory or physical impairment, learning difficulties or emotional/social development

PURPOSE

- To specify access arrangements available at the College, the intervention process and how students are placed in the Special Educational Needs program.
- To offer guidance to parents wishing to enroll their children into the College regarding measures the College may implement to help them decide.

LEGAL AND REGULATORY FRAMEWORK

The policy is aligned with the following legal frameworks:



ACCESS ARRANGEMENTS

"Access arrangements are changes introduced to teaching, learning and assessment with the aim of removing or reducing barriers that students face in teaching, learning and in assessment. These arrangements are meant to provide optimal support to address learning related challenges and to enable students to work around those challenges". (International Baccalaureate Organization). p.4 2022)

To that end, early in the first year of enrollment, students will be closely observed and monitored by their teachers. Upon recognition that a student has access requirements, The policy shall be used intadem with the teacher's observations to plan the necessary access arrangements for such a student.

Access arrangements must be accurately planned to remove barriers: i.e, they must neither be more nor less than what the student requires and must be used for teaching and learning during classroom instruction, classwork and related activities and tests. Access arrangements must be continuously monitored to ensure that they remain the optimal support for such a student. (IBO. p.1. 2022)

Upon identification of a student with learning difficulties, proper access arrangements will be provided throughout their entire teaching, learning and assessment at the College. It shall be the coordinator's responsibility to ensure that necessary application is made to the respective examining body for authorization of access arrangements for such a student.

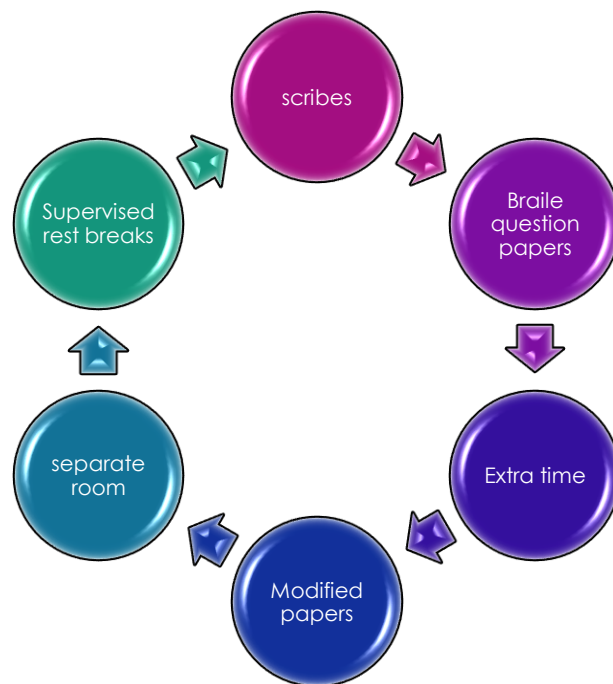
The access arrangements will then be made according to the requirements of the examining body.

N.B the examining bodies here may refer to the Cambridge International Examinations (CIE) or the International Baccalaureate Organization (IBO).

INCLUSIVE ACCESS ARRANGEMENTS MAY BE NECESSARY DUE TO:



EXAMPLES OF ACCESS ARRANGEMENTS READERS



LEARNING SUPPORT REQUIREMENTS

Support required to enable some students, who have the aptitude to meet all curriculum and assessment requirements, to reach their full potential in learning and assessment. Not all students who have access requirements will need learning support.

Students with identified challenges (such as: autism/Asperger's syndrome; ADHD learning challenges; speech, communication, physical and sensory challenges; social, emotional and behavioural difficulties; medical and mental health challenges) may have learning support requirements. Moreover, additional language learners may receive learning support to bridge and develop their language. However, learning support is not restricted to students with identified challenges and must be provided to any student who requires support. (IBO,p4. 2022)

Students in need of support requirements will be referred to the Special Educational Needs' Coordinator (SpEd. Coordinator) who will have the students assessed by them or liaise with stakeholder agencies to request assessment or presence and/or equipment that may be necessary, depending on the nature of the case in question. The SpEd. Coordinator will then advise on appropriate interventions in respect of the said student.

WAYS OF QUALIFYING A STUDENT AS HAVING A LEARNING DIFFICULTY OR EXCEPTIONALITY

- ❖ The student must have a mental, physical, emotional, behavioral or language impairment which substantially limits one or more major life activities and affects their educational performance. The student must have a record or history of such an impairment and is continually at risk of disengagement.
- ❖ The student must be classified as having an impairment.
- ❖ The student must have been diagnosed as needing standards supporting their exceptionality; of difficulty or of being gifted and talented.

INITIAL INTERVENTION

- ❖ Where a student experiences educational challenges, a school-based Child Study Committee (CSC) shall meet to discuss the concerns with the aim of assisting the teachers.
- ❖ The CSC suggests intervention strategies to help correct the difficulties.
- ❖ If the strategies are unsuccessful, the team should make a referral to external stakeholders.

POSSIBLE SUGGESTIONS FROM SPED. TEAM CAN INCLUDE.

- ❖ Remedial lessons and classroom accommodations
- ❖ Use of Individual Educational Plan (IEP) or Academic Improvement Plan (AIP)
- ❖ Other means, including liaising with relevant professionals within the College and the intervention and/or necessary forms (like Evaluation Request Form) for data are taken from the office of the school's Sped Coordinator.

NB. Child Study (CSC) Committee, led by a school's Special Educationist, being the school's SPED Coordinator, who forms such a committee from viable members of staff through acknowledgement of the school Head of School.

For more clarification on the referral process and forms used please refer to the Child study and referral process hand book.

5.4. HEALTH AND SAFETY POLICY

INTRODUCTION

Machabeng College is committed to improving the working environment of its workforce in order to increase job satisfaction. It ensures a safe and secure environment for employees at all the times. To achieve the ideal, it is necessary to continuously monitor health, safety and environmental issues and update the current procedures accordingly. The college is fully committed to ensuring that employees are fully aware of health, safety and environmental requirements related to their jobs.

DEFINITION

The policy echoes the College's commitment to providing vital health and safety to students, staff and all its stakeholders whilst on campus.

SCOPE

This policy is applicable to all, students, staff, customers, as well as any external visitors including service/maintenance contractors

AIM

- a) To establish and maintain safe working practices and procedures amongst students, staff, volunteers, those hiring the premises and all those on campus.
- b) To ensure that all activities carried out by the college and its employees are managed in a manner so as to avoid, reduce, or control, through proper implementation of all relevant safety procedures all foreseeable risks to health & safety of any person

PURPOSE

The purpose of the policy is to ensure a safe working and academic environment for all students, employees, parents/ guardians, contractors, visitors, suppliers and community.

- a) To ensure that Health, Safety and Environment are among our highest values and a key- indicator of organizational excellence.
- b) To prevent all to the extent possible work-related injuries, illnesses & risks.
- c) To ensure that hazards & risk assessment with measures of control represent the foundation of a successful Health & Safety management system.

OBJECTIVES

The following items shall be incorporated in the "policy objectives":

- a) Ensure that Health, Safety and Environment are among colleague's highest values and a key indicator of organizational excellence
- b) The College is committed to complying with all corporate policies, procedures and applicable legislation.
- c) The college is aware that building a Health, Safety and Environment management system an effective team formation required at the college.
- d) To ensure that Health, Safety and Environment is a priority for the college
- e) A safe Health, Safety and Environment are everyone's responsibility on campus. Employees shall participate in all elements of the Health, Safety and Environment program, the students will also practice the same.
- f) To ensure that all work-related injuries and illness are preventable by identifying and controlling risks in consultation with external experts whenever needed.
- g) Early identification and an impeccable assessment of risk & hazards are crucial for maintenance of a safe academic environment.

POTENTIAL HAZARDS AT THE WORKPLACE FOR STUDENTS & STAFF:

Following are the potential hazards campus:

- ❖ Portable and fixed electrical appliances
- ❖ Office equipment, computers etc.
- ❖ Trailing cables
- ❖ Stairs, stairways & lifts
- ❖ Congested walkways and corridors
- ❖ Access and egress
- ❖ Seating, workstations including furniture & fixtures
- ❖ Heating and ventilation
- ❖ Lighting levels (low/insufficient)
- ❖ Cleanliness and waste materials
- ❖ Sanitary conveniences
- ❖ School laboratory activities related hazards
- ❖ Dusts, powders, chemicals/lubricants & fumigation
- ❖ Working alone
- ❖ Damaged building or substandard construction, false ceiling, and work under progress areas.
- ❖ Workplace violence (physical or verbal)
- ❖ Food hazards in the dining hall.

PEOPLE AFFECTED BY HAZARDS:

People affected by above mentioned hazard could be any of the followings: -

- ❖ Students
- ❖ College Employees

- ❖ Visitors/customers
- ❖ Contractors & maintenance staff and
- ❖ Parents/ guardians

FIRE SAFETY

The College shall provide necessary firefighting equipment at identified locations of its operation. It is imperative for the College to provide adequate facilities.

- a) It is mandatory for all students and employees to familiarize themselves with the fire drill provided for by the procedure. Exercises will be carried out at regular intervals (at least twice in a year) & the fire drill exercise episodes shall be documented.
- b) Existing firefighting equipment will be inspected and recorded by a health & safety officer or by the employee responsible for general administration of the office.
- c) Fire & smoke detection alarms shall be installed at identified locations and tested by the safety officer on monthly basis.
- d) Fire extinguishers shall only be removed from their wall brackets in an emergency. The removal of fire extinguishers in other cases without good reason will be considered as a misconduct.
- e) Fire exits with a clear signage will be provided all identified locations/buildings wherever required. Red color sign boards indicating fire "exits" will be visibly placed. Fire exits must be always kept clear.
- f) All premises of the College will be no smoking areas. No smoking signs will be placed prominently. Smoking on campus will be considered a misconduct.
- g) Emergency phone numbers of police, fire brigade, hospitals shall be displayed at the notice board of all identified locations.
- h) A signboard with a map of all exits and necessary evacuation instructions will be prominently displayed on campus.

ELECTRICAL/MECHANICAL SAFETY

- a) Changes on the electrical system (including new plugs) will only be undertaken by competent persons who have been hired for such work.
- b) Work on 3 phase electrical systems will only be undertaken by qualified personnel. Only trained personnel will handle the electrical and mechanical equipment.
- c) Protective clothing/accessories will be provided to all staff working on electrical/mechanical equipment such as gloves, helmets etc.
- d) Protective clothing must be worn before commencing any hazardous activity.
- e) Failure to comply with the above requirements will be considered a misconduct

FIRST AID & FIRST AID BOX

- a) The College will provide first aid facility at designated locations. The nominated first aiders (preferably nominated safety officers) will be published on the notice board of each premise.
- b) First aid box containing necessary items shall be provided at designated location.

GENERAL SAFETY

- a) Proper housekeeping in all areas is an essential feature of safety and the prevention of accidents, the College will ensure proper maintenance of office premises to ensure clean and safe environment.
- b) The College will also control the use, disposal and transportation of all waste/hazardous materials including sanitary, garbage and laboratory wastage. This shall normally be done after regular working hours.
- c) Fumigation of office premises shall be carried out once a term. Fumigation will only be carried out on weekends or after office hours when all the employees have left the premises.
- d) The College will seek to ensure supply of clean and safe drinking water, free of any contamination at designated locations either by installing water filters or purchasing mineral water.
- e) Emergency assembly points shall be visibly marked.

TRAINING

- a) The College will ensure that the Health and Safety officer attends a training course on Health & Safety duties and responsibilities, including instructions on applying first aid and use of firefighting equipment, and train other Employees of the College.
- b) The College undertakes to hold an in-house or external training for all nominated safety officers/first aiders from professional body/person.
- c) The college shall organize basic life support (CPR-Cardio-pulmonary resuscitation training) training for all staff and higher school students at least once in a year to handle emergencies when so required. An external trainer will be engaged to provide the said training

RESPONSIBILITIES

It is the responsibility of all employees to ensure proper implementation of the Health, Safety & Environment policy. However, prime responsibility rests with the following:

The Head of School shall be responsible to:

- a) Devising a strategy and plan to implement The policy throughout the College on annual basis.
- b) Ensure implementation and monitoring of the policy.
- c) Audit the health, safety and environment performance of the College and prepare annual report for review of the management.
- d) Investigate accidents and take appropriate action on the findings.
- e) Nominate and update, as and when required, a list of safety officers.

Health, Safety and Environmental Officer Shall be responsible for:

- a) Participation in courses on fire safety, first aid being organized by Health and health and Safety Officer from time to time.
- b) Ensuring proper implementation of this policy on campus
- c) Ensuring that new employees understand the content of the policy by giving them a thorough brief.
- d) Carrying out the risk assessment prior to any work activity to be undertaken.

Employees

It shall be the responsibility of all employees to:

- a) Read, understand and adhere to all health, safety & environment related risks, procedures provided for by this policy and keep them abreast with the latest information being issued by Head of School.
- b) Participate in regular fire drills being held at their office.
- c) Know the location of the fire alarm, fire extinguishers, first aid box, emergency exits and important emergency telephone numbers.
- d) In case of emergency evacuation of the premises, ensure to the extent possible the safety of important office documents, without endangering their lives.
- e) Switch off all the electrical, mechanical and electronic equipment under their use while leaving the office.

Human Resource Office

It shall be the responsibility of Human Resource Office (HRO) to:

- a) Review and update the policy, on regular basis, in line with the recommendations of the Head of School and with the College's overall strategy on Health, Safety & Environment.
- b) Organize regular courses for safety officers/ the officers designated by Head of School on firefighting and first aid in coordination with Health, Safety and Environmental Officer.

Environment

- a) One of the priorities of the College is to provide quality services to its students and to not undertake any activity that can damage the environment. The general environmental duty requires further that, all the employees take reasonable steps to prevent or minimize any environmental harm their actions may cause.
- b) The College undertakes to improve its image as a socially responsible corporate citizen by sponsoring/financing projects (subject to other terms and conditions as per college policy) such as tree planting, tourism, festivals etc. Furthermore, the College may work with NGO's working for the improvement of environment of the society.
- c) The college undertakes to minimize potential hazards to the environment and its consequences. Remedial actions will also be considered when funding projects with environmental risks.
- d) The college will undertake clean environmental activities- to keep the school premise clean.
- e) Green environment- To increase the number of green trees in the school premise for environmental wellness.

- f) The school washrooms for gents and ladies to be student friendly. Cleaning staff/ Janitor to make sure the washrooms are cleaned twice in a day and cleaning tick-sheet to be available on the door of the washroom, a member of SMT needs to be assigned to monitor the cleaning tick-sheet on daily basis.

5.5. CHILD PROTECTION

INTRODUCTION

Machabeng College remains steadfast in safeguarding the students' rights and welfare during their entire educational journey with the college. Both the Children's Protection and Welfare Act of (2011) of Lesotho and the United Nations Convention on the Rights of the Child of which Lesotho is a signatory provide the background for establishing a set of transparent practices, procedures and guidelines for students' protection and safeguarding.

DEFINITION

The Child Protection policy seeks to define Machabeng's College position regarding the prevention of, and response to, exploitation, abuse, neglect, harmful practices and violence against students.

Section 3 of the Children's Protection and Welfare Act No 7 of 2011 defines an "abuse" in relation to a child, as any form of harm or ill-treatment deliberately inflicted on a child, and includes;

- a) Assaulting a child or inflicting any other form of deliberate injury or harm on a child;
- b) Sexually abusing a child;
- c) Committing an exploitative labour practice in relation to a child;
- d) Exposing or subjecting a child to behaviour that may socially, emotionally, physically or psychologically harm the child;
- e) Exposing a child to physical or mental neglect;
- f) Abandoning or leaving a child without visible means of support; and
- g) Subjecting a child to harmful substances such as alcohol and drugs.

These can be grouped into following types of child abuse:

- a. Physical Abuse
- b. Emotional Abuse (including Domestic Abuse)
- c. Sexual Abuse
- d. Neglect
- e. Discrimination
- f. Bad mouthing
- g. Use of abusing words
- h. Religious conflict, and others prescribed in the Annex section

SCOPE

The policy applies to the entire institution and its community, and all members of the said community are required to follow its prescripts in an effort to protect students, in as far as possible, and provide a healthy and safe work and study environment for the children. It is important that we all respond responsibly and transparently when dealing with the children

AIM

To outline key concepts and definitions embedded in the Children's Protection and Welfare Act, 2011 of Lesotho including the United Nations Convention of the Rights of the Child and the African Charter on the Rights and Welfare of the Child as the founding documents of The policy and to further map out the duties and obligations of all Machabeng Staff and employees in upholding the safety of the student.

PURPOSE

To inform staff, parents, guardians volunteers and governors about the College's responsibilities for safeguarding the welfare of students enrolled at the college and to summarize the obligations imposed by child protection legislation on the College, employees, contractors and volunteers at the College. The policy further provides guidelines on how the college will deal with certain matters and to also ensure that:

- a) The safety, protection and well-being of all students is of fundamental importance to the College. The College is committed to creating an environment where all students are safe.
- b) The College and its community have collective obligations relating to the safety, protection and welfare of students including:
 - i. a duty of care to ensure that reasonable steps are taken to prevent harm to students;
 - ii. meet obligations under the child protection legislation (The "Children's Protection and Welfare Act of 2011": Lesotho)
 - iii. meet obligations under work health and safety legislation.
 - iv. Meet obligations under the Security and Safety Policy of the School.
- c) Child protection is a community responsibility and thus the College regards the preventative aspects of child protection as fundamentally important including community education, parent education and support.

POLICY STATEMENT

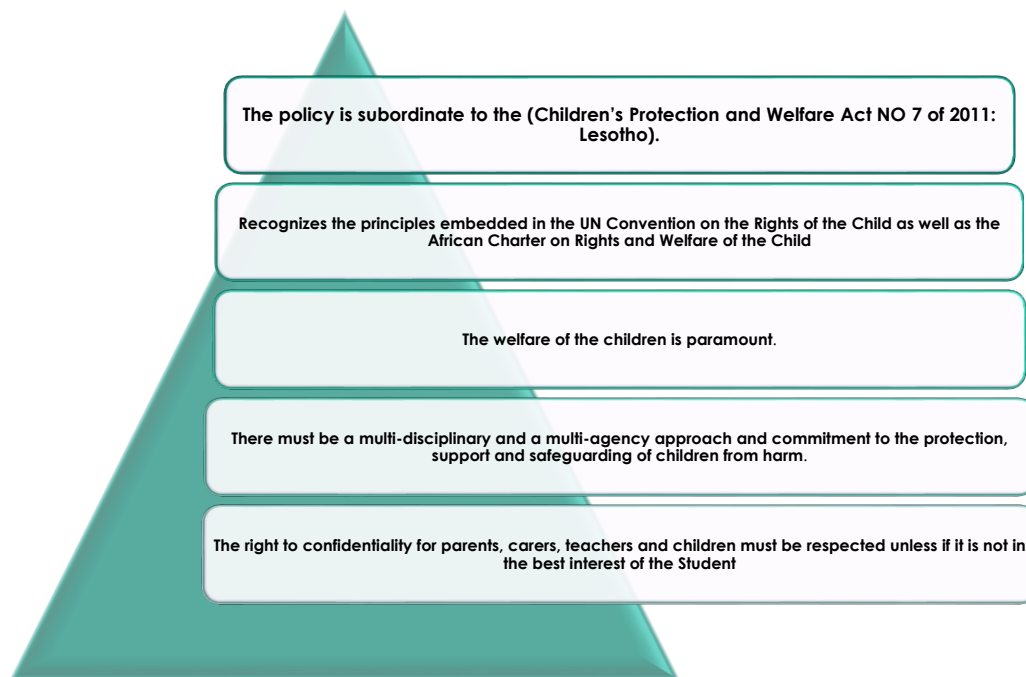
Machabeng College has a primary responsibility of taking care and ensuring the safety of the students. The policy forms a fundamental toolkit aimed at providing a caring, supportive and safe environment and further stipulates guidance on the action required when abuse or neglect of a student is suspected. The College undertakes to ensure that all staff, full-time or part-time, permanent or temporary are aware of child protection guidelines and their respective roles regarding the same. For purposes of transparency and efficiency of The policy, procedures will be regularly reviewed and updated to the staff, parents & community.

CHILDREN'S E-SAFETY POLICY

Online and virtual safety of students is incorporated in written and taught curriculum, in PSHE in lower school, and in English, TOK (theory of Knowledge), Computer science and digital societies.

- Parents and guardians have the responsibility to actively monitor online activities, use parental controls to manage screen time and access to content.
- Students shall be encouraged to engage in open conversations about internet safety.
- The college shall educate students on the importance of not sharing personal information, recognizing suspicious behavior, and understanding privacy settings.
- The students shall encourage students to report any uncomfortable or inappropriate interactions ensures they know they have support and can act promptly if needed.

GUIDING PRINCIPLES



THE SAFEGUARDING AND CHILD PROTECTION TEAM

Upon the approval of The policy, the College shall appoint the Safeguarding and Child Protection Team, led by a designated Board Trustee who shall also be the member of the Board. The composition and duration of term for the team shall be determined by the Board of Governors.

RESPONSIBILITIES OF THE PROTECTION TEAM:

- a) Coordinate and manage all child abuse cases at the College,
- b) Manage Child Protection Contact Referrals and cases,
- c) Consult the Child Protection Officers in government regarding child protection concerns which possibly meet the threshold for statutory intervention;

- d) Complete Child Protection Contact Referrals for all cases of suspected abuse or neglect where there is a risk of significant harm to the student;
- e) Liaise with the Head of School to inform him/her of issues, especially ongoing enquiries and police investigations;
- f) Support, advice and provide expertise to staff on matters of safety and safeguarding
- g) Support staff who make Child Protection Contact Referrals and other service referrals
- h) Share information with appropriate staff in relation to child protection;
- i)

TRAINING OF CHILD PROTECTION TEAM

Training shall be provided to designated Child Protection Team to furnish them with adequate skills and knowledge so that, they:

- ❖ Understand the assessment process for providing early help and statutory intervention, including local criteria for action and government children's social care referral arrangements;
- ❖ Are knowledgeable on how the College conducts a child protection case management and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ❖ Understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- ❖ Understand the lasting impact that adversity and trauma can have, including on children's behavior, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- ❖ Understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organizations and Child protection practitioners;
- ❖ Understand and support the school or college with regards to the requirements of the prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalization;
- ❖ Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- ❖ Obtain access to resources and attend any relevant or refresher training courses and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

THE COLLEGE'S RESPONSIBILITIES

The College is the guardian of students when they on campus and therefore possess the following responsibilities as enshrined in the Children's Protection and Welfare Act No 7 of 2011; Section 2 (a) thereof;

- Protect the child from neglect, discrimination, violence, abuse, exploitation, exposure to physical and moral hazards and oppression;
- Provide good guidance, care, assistance and maintenance for the child to ensure their survival and development;
- Ensure that during temporary absence, the child shall be cared for by a competent person;
- Exercise joint primary responsibility for raising the child in consultation with relevant stakeholders; and ensure that the child is not subjected to cultural rites, customs, traditional and any other practices that may negatively affect the child's health, life, welfare, and dignity, physical, emotional, psychological, mental or intellectual development.

CHILD ABUSE MANAGEMENT

Child abuse management in this context refers to the action taken by the College management on abused children. The College shall;

- i. Refer a child if there are concerns about possible abuse, to the government authorities, police and hospital.
- ii. Keep written records of concerns about a child even if there is no need to make an immediate referral.
- iii. Ensure that all such records are kept confidentially and securely and are separate from students' records, until the student's 25th birthday, and can be copied to the student's next school or college.
- iv. Liaise with other agencies and professionals.
- v. Ensure that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- vi. Ensure that any student currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to the School Protection and Safeguarding Team.
- vii. Organize child protection induction, and update training at least every 2 years, for all school staff.
- viii. Provide, through the Head of School an annual report for the Board, detailing any changes to the policy and procedures; training undertaken by the College, and by all staff and governors; number and types of incidents/cases, and number of students on the child protection register.
 - i. Documentation of any incident and procedures adopted to investigate and manage.
 - ii. Proper communication with parents / guardians.

SUPPORTING CHILDREN

- ◆ The College recognizes that a child who is abused or witnesses' violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

- ◆ Recognizes that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- ◆ Accepts that research shows that the behavior of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

THE COLLEGE WILL SUPPORT STUDENTS BY:

- Providing an environment in which students feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Supporting the child's development in ways that will foster security, confidence and resilience.
- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Raising awareness to all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children in Lesotho.
- Notifying Police as soon as there is a concern which warrants it.
- Providing continuous support to a student who may withdraw or leave the college because of violation of this policy by ensuring that appropriate information is copied to the student's new setting and ensuring the school medical records are forwarded as a matter of priority.
- Providing a systematic means of monitoring students known or thought to be at risk of harm, and ensure that, the college, contributes to assessments of need and support plans for such a student.
- Acknowledging the need for effective and appropriate communication between all members of staff in relation to safeguarding students.
- Developing a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.

CONFIDENTIALITY

- a) All matters relating to child protection are confidential.
- b) The Head of School with the instruction of the Board will disclose any information about a child to other members of staff on a need-to-know basis only.
- c) All staff must be aware that they have a professional duty and responsibility to share information with other agencies to safeguard children.
- d) All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- e) The College undertakes to share its intention to refer a child to Social Care with their parents/guardians unless to do so could put the child at greater risk of harm, or impede a criminal investigation

SUPPORTING STAFF

- a) Members of the College staff who have become involved with a student who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting and to that end, the College will;
 - i. Support such staff by providing free sessions with the College psychologist and be given further support as appropriate.

MANAGING ALLEGATIONS AGAINST STAFF

- a) All College staff should be mindful not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with students or parents to be conducted in a public space.
- b) All Staff should be aware of the College's guidance/guidelines on behaviour Issues, and the college's own behavior Management policy.
- c) Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.
- d) It is understood that a student may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with students, the member of staff receiving the allegation or aware of the information, will immediately inform the Head of School.
- e) The Head of School on all such occasions, will discuss the content of the allegation with the concerned staff in the presence of the Board Trustee.
- f) If the allegation concerns the Head of School, the Board Trustee will immediately inform the Chair of the Board who will consult the Ministry of Education without notifying the Head of School.
- g) Suspension of the member of staff whom an allegation has been made against, will be considered with urgency by the Head of School, who will then inform the Board before taking any decision
- h) In the event where an allegation has been made against the Head of School, the decision to suspend will be made by the Chair of the Board.

OBLIGATION TO REPORT CHILD ABUSE

- a) The College requires all members of staff and students to report any concern regarding the safety, welfare or wellbeing of a student to the Head of School/ Child protection team members, boarding parent and the Board Chairman promptly.
- b) If the allegation involves the Head of School, the matter shall be reported to the Chairperson of the Board whose contact details can be obtained from College's secretary.
- c) This obligation is part of the College's overall commitment to the safety, welfare and well-being of children.
- d) A member of the College's Community who observe any behaviors or activities that cause concern in respect to the welfare of children in the care of the College, is obligated to forward any details to the Head of School

5.6. ASSESSMENT

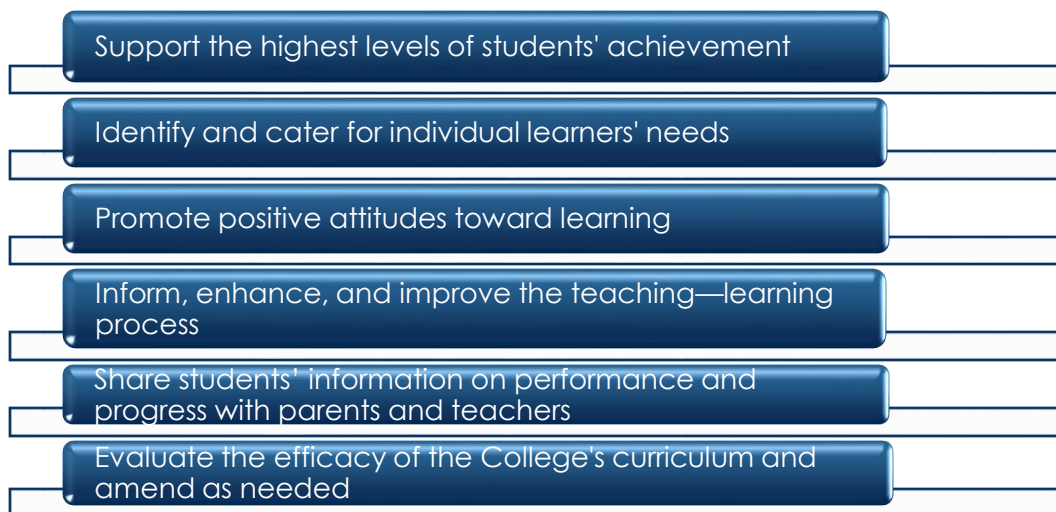
5.6.1. INTRODUCTION

Assessment is a fundamental component of the educational philosophy of Machabeng College. The college prioritizes a holistic approach that includes International Baccalaureate (IB) Assessment, International General Certificate of Secondary Education (IGCSE) Assessment, Checkpoint Assessment and Continuous Assessment. This remains pivotal towards ensuring comprehensive evaluation that supports student learning and growth.

5.6.2. DEFINITION OF THE POLICY

The Assessment policy speaks to information used to guide instruction and to assist teachers to make instructional decisions in an attempt to better meet the needs of the students as well as analyzing the effectiveness of the instructional program at college.

PURPOSES OF ASSESSMENT



5.6.3. AIM OF THE POLICY

The policy provides a systematic guideline in measuring students' attainment; monitoring students' development; providing feedback as well as promoting students' learning process.

5.6.4. SCOPE

The policy applies to all students enrolled in the International Baccalaureate Diploma Programme (IB DP), International General Certificate of Secondary Education (IGCSE) and

Lower School (Secondary 1,2 and 3) and Checkpoint examinations at Machabeng College.

OBJECTIVES:

- Ensure assessments are fair, unbiased, and accessible to all students, and accommodate diverse learning needs and styles.
- Utilize assessments to inform instruction and guide curriculum development.
- Emphasize a balance between formative and summative assessments to support student learning.
- Provide targeted preparation for IB DP, IGCSE, and Checkpoint examinations.
- Familiarize students with the assessment formats and expectations of external examinations.
- Ensure timely and constructive feedback to students, highlighting strengths and areas for improvement.
- Recognize and accommodate diverse learning styles and abilities through differentiated assessment strategies.
- Implement accommodation for students with special educational needs.

PRINCIPLES GUIDING THE DOCUMENT

- Alignment with International Educational Standards: Align assessment practices with the principles and standards outlined by the IBO and Cambridge International.
- Alignment with the Lesotho Educational legal frameworks:
 - Curriculum and Assessment policy of 2009 of Lesotho. Cambridge International Code of Practice.
 - IBO Assessment principles and practices—Quality assessments in a digital age
- Transparency: Ensure clarity in assessment expectations, criteria, and grading procedures for both students and educators.
- Continuous Professional Development: Support teachers in staying abreast of best practices in assessment through regular professional development opportunities.
- Stakeholder Involvement: Involve students, parents, and teachers in the assessment process to create a collaborative educational environment.

GENERAL GUIDELINES ON ASSESSMENT AT MACHABENG COLLEGE

The College employs a diverse range of **formative and summative assessments** across all levels of the College.

1. FORMATIVE ASSESSMENT

It is intricately connected to everyday learning, aiding teachers and students in understanding their existing knowledge and facilitating the planning of subsequent learning stages. The

relationship between formative assessment and teaching is integral; both are interdependent and essential for effective and purposeful educational processes. Moreover, formative assessment plays a role in determining a student's termly report grade. This type of assessment occurs during the learning process, taking place within lessons or through feedback on drafts, with the purpose of supporting and enhancing learning. It identifies the next steps in the learning journey and reinforces understanding of knowledge, concepts, or skills.

CHARACTERISTICS OF FORMATIVE ASSESSMENT

Formative assessment does not only monitor student learning but also provides ongoing feedback that can be used by teachers to improve their teaching including students in their pursuit towards improved learning.



2. SUMMATIVE ASSESSMENT

Summative assessment of learning serves to measure performance, clearly establishing a standard of attainment. This assessment method is usually implemented at the conclusion of a unit of work, assessing students' comprehension of knowledge, concepts, skills, and attitudes. It is imperative to note that, students are assessed at the conclusion of the teaching and learning process, allowing students to showcase their acquired knowledge. Possible components of summative assessments encompass the acquisition of data, synthesis of information, and the application of knowledge and processes. The outcomes of summative assessments are typically recorded in formal reports.

CHARACTERISTICS OF SUMMATIVE ASSESSMENT



Assessment practices adhere to the criterion-referenced approach, ensuring fairness and transparency.

(i) Learner-Centric Approach:

Assessments align with the IB Learner Profile, fostering principled, knowledgeable, and inquisitive students.

(ii) Timely Feedback:

All marking and feedback are timely and descriptive.

Assessment criteria for formal assessments are shared and clarified with learners beforehand.

PROGRESSION CRITERIA: IN LOWER SCHOOL AND MIDDLE SCHOOL.

1. Students' progress to the next level if they have met the minimum required standards and reinforcing a commitment to academic excellence:
 - ◆ For Lower School and Middle school, students must pass at least 6 subjects with a grade C or better to progress to the next level.
 - ◆ Promotion decisions are made on an individual basis, considering academic performance and behavioral records.
 - ◆ Criteria include subject grades, adherence to service-learning expectations, and maintaining a minimum attendance of 90%.
2. Underperforming Students:

- Special meetings are arranged for students facing academic challenges, involving parents, teachers, and support staff to formulate tailored improvement plans.

PROGRESSION TO THE IB DIPLOMA PROGRAMME (IBDP):

- Admission to the IBDP is as captured under ADMISSIONS POLICY "(ibid. p.16)"
- IBDP Course Adjustment:
 - Students with two grades below 4 in the DP are required to drop the course, ensuring a focus on subjects where they can excel.

ASSESSMENT ACROSS THE SCHOOL LEVELS:

- Grading Focus:
 - Grading emphasizes providing an accurate description of students' performance, avoiding mere averaging of marks.
 - Assessment tasks, including Internal Assessments and External Assessments, contribute to a comprehensive evaluation.
- Submission of Work:
 - Strict policies apply to the submission of work, emphasizing meeting deadlines for various assessments.

MONITORING AND EVALUATION:

- Data Collection:
 - Demographic data is collected to monitor different student groups within and across the School Levels.
 - Assessment data is used to understand student progress and identify areas for support and development.
- Quality Assessments:
 - Quality assessments focus on understanding concepts, acquiring knowledge, and mastering skills. This contributes to informed judgments about student mastery levels and helps in shaping future educational strategies.
- Checkpoint Assessment Criteria:
 - Machabeng College follows the Assessment criteria for Checkpoint examinations and IGCSE ensuring alignment with international standards
- Cambridge Practices:
 - Our assessment practices adhere to Cambridge guidelines, ensuring transparency, fairness, and reliability.

BDP STANDARDS AND PRACTICES:

- Standards:
 - BDP assessments follow IB standards, emphasizing validity, reliability, and fairness.
 - DP grading focuses on providing an accurate description of students' performance.
- Academic Honesty:
 - The College maintains a strict Academic Integrity policy, fostering a culture of integrity and ethical conduct.

PARENTS-TEACHER CONFERENCES:

- Three parent-teacher conferences are held to provide insights into students' academic progress, behaviour, and areas for improvement.
- Parents are helped to understand the philosophy and practices of assessment and how these apply to their child's learning through a series of parent workshops.
- Parents have access to the Assessment Policy through the college website or from the college upon request.
- The college supports a 'no surprise' commitment. There are protocols in place for informing students and parents when there is evidence of a potential problem.
- All Exhibitions are open for parents to attend.

FULL REPORTS AND GRADE TRANSCRIPTS:

- Full school reports are given annually, offering a comprehensive overview of students' academic achievements and areas for growth. They give a full scope of the students' experiences throughout the academic year and expectations thereon. The report should also stipulate as to what must happen to a student in the following academic year.
- Grade transcripts are provided twice termly, keeping parents informed about ongoing academic performance.
- Two other aspects of these reports are the behaviour and effort grades. Students' effort and behaviour are assessed with the intention of acting as appropriate.

END OF PROGRAMME ASSESSMENT:

- DP assessment can be internal or external.
- Internal assessments are conducted and overseen by teachers.
- External assessments, except for Visual Arts, Theatre Arts, and TOK, include formal examinations in May of the DP2 year.

HOMEWORK POLICY

- The purpose for giving homework;
 - to support and complement the work done in class
 - to instill in students good work and study habits
 - to prepare students for the later demands of independent work

- to demonstrate that organization and independent study is an important aspect of academic development.
- **Effective Homework:**
Homework becomes effective when it is as important as the work done and completed in class. Homework assignments should therefore be:
 - an integral part of the overall subject programme
 - relevant and understood to be relevant by the student
 - challenging and should determine whether a student can apply the skills learned in class to everyday situations
 - explained well enough to require no further instruction for the satisfactory completion of the assignment
 - appropriate for the amount of time allocated
 - used to reflect on the available resources to enable all students to fulfill the minimum requirements satisfactorily.
 - Given regularly and marked without undue delay.

MEANINGFUL HOMEWORK

The importance and necessity for doing homework are reinforced when teachers ensure that it is reviewed and discussed in class before the beginning of a lesson or not long after it was given, while it is still fresh in students' minds.

- **Adopted styles to correct Homework**
 - homework can be marked and graded by the teacher himself/herself and reviewed and corrected in class
 - students can exchange books and mark each other's work in class during homework review
 - presented either individually or in groups and graded by the teacher or teacher and students together.
 - Homework reinforces classroom learning. A properly designed homework will help the learner to improve in school and to develop a lifelong discipline.
- **Parental collaboration with regards to homework.**
 - They shall provide a learning station where their children can complete homework and study. The learning station must be conducive to effective study (quiet, lit, well-ventilated, pleasant, and tidy).
 - help their children to get settled for homework and study time.
 - help their children to draw an evening and weekend study timetable that includes; doing assigned work, independent study, and reading for pleasure.
 - show interest by monitoring homework; checking presentations, completion assigned work, etc
 - lend a helping hand when asked to, without necessarily doing the entire homework for them.
 - communicate any problems or concerns with the teacher.

- sign the homework diary every Friday, so that a close check of the progress is made. A Parent may comment in the homework diary if there is anything to be communicated with the College

STUDENTS' TIME MANAGEMENT:

- There is no formal timetable set for IBDP, students can expect around 4 - 4 1/2 hours per week for each HL subject and 2 - 2 1/2 hours per week for each SL subject.
- In the Middle and Lower Schools, students can expect to have homework in at least four of the subjects they have learned per day or as per their homework timetable (Lower School only).
- In the Middle and Lower Schools, students may expect term or yearly research or Project work which will be part of the summative assessments.

This assessment policy reflects our dedication to providing a rigorous and supportive learning environment, preparing students for success in their academic journeys. The policy is subject to periodic review to ensure alignment with evolving educational standards and practices.

ASSESSMENT STRATEGIES

- The identified assessment strategies contribute to a holistic view, enriching the understanding of the student's capabilities and growth. These are not employed independently but are regarded as a spectrum of approaches, collectively offering a comprehensive perspective on the complete development of the student. These strategies include but are not limited to:
 - Observations
 - Open-ended tasks
 - Performance task assessments
 - Portfolio assessments: Compilation of a student's work overtime to showcase progress and achievements.
 - Peer assessments: Evaluation of a student's work or performance by their peers, fostering collaboration and diverse feedback.
 - Self-assessments: Students reflect on their own progress, identifying strengths and areas for improvement.
 - Formative assessments: Ongoing evaluations conducted during the learning process to provide continuous feedback and guide instructional adjustments.
 - Summative assessments: Culminating evaluations at the end of a learning period to measure overall achievement.
 - Project-based assessments: Assessment of a student's abilities through the completion of a comprehensive project, demonstrating application of knowledge and skills.
 - Authentic assessments: Tasks that mirror real-world situations, assessing practical application of learning.
 - Rubric-based assessments: Utilizing clearly defined criteria to evaluate student work consistently and objectively

ASSESSMENT TOOLS

The College shall employ the following tools:

- a) Rubrics
- b) Graphic organizers, oral reports, presentations, peer and self-reflections and evaluations, written tests
- c) Role plays
- d) Interviews
- e) Speeches
- f) Dialogue
- g) Experiments and many more.

FEEDBACK / REPORTING:

The following structures are used for giving formal feedback:

- Teacher-student conferences
- Teacher-parent conferences
- Student-led conferences
- Three-way conferences (Parent student teacher conferences)
- The written report: Report cards shall communicate in detail student's performance academically. Report cards shall be issued quarterly.

Two Mid-term Progress Reports/grades and two end-of-term Report Cards. Progress is measured against curriculum standards. Progress reports are used to inform parents of concerns and will usually be available after mid-term assessments to allow time for improvements.

- The mid-term report which is normally in October comprises formative assessments.
- Second reporting takes place at the end of November/ beginning of December which is the end of term 1 generated from summative assessment.
- The third reporting takes place in March (2nd mid-term) where the assessment takes the form of formative
- The fourth reporting occurs in May/June at the end of term 3 (end of year report) where the assessment takes the form of summative assessment

DEPARTMENTAL ASSESSMENT GRADE POINTS

This shall be accessed below:

[DEPARTMENTAL ASSESSMENT GRADE POINTS.docx](#)

5.7. LANGUAGE

5.7.1. INTRODUCTION

Language is the foundation for communicating and learning. It is the tapestry that weaves our thoughts, actions and beliefs, the past and the future, what we know and what we want to know and our culture. We are aware that, acquisition of a language is a life-long process and is a central component of intellectual and personal growth. We therefore stand firm on the principle that **“The more languages you know, the more human you are”**.

5.7.2. DEFINITION

This is a guiding document on the adoption and integration of specific languages for teaching and learning in the education system of the College.

5.7.3. AIM

The policy defines how the college shapes students' linguistic abilities, cultural understanding and educational experiences at all levels. It articulates the college's position on language, acquisition and proficiency. It also supports Students' language choices to reflect their identity and self-expression.

- It defines the process of exposing students to different languages and thus enhances cognitive skills and cross-cultural understanding.
- It encourages students to maintain their mother tongue and explore additional languages.
- It informs assessment criteria and expectations.

5.7.4. PURPOSE

The purpose of the policy is to articulate College's position with regard to languages in the educational programmes offered. It is intended to ascertain quality assurance to students from various linguistic backgrounds. The policy supports plurilingualism by valuing multiple languages and cultures.

5.7.5. OBJECTIVES

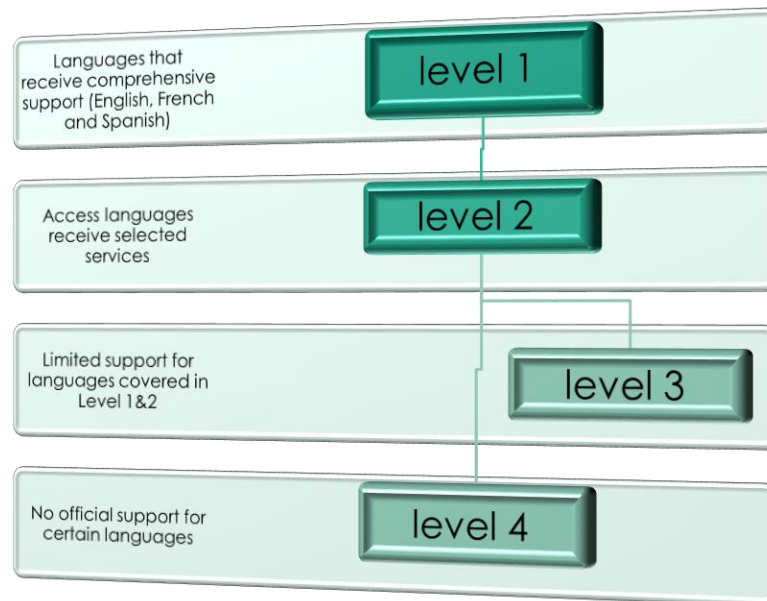
To reflect on the College's commitment to fostering global-mindedness and ensuring equitable access to education for all students, regardless of their linguistic backgrounds.

5.7.6. SCOPE

The policy varies according to different levels and shares common goals of promoting multilingualism, cultural awareness and effective communication in a global context

5.7.7. PRINCIPLES GUIDING THE POLICY

The policy underscores the importance of multilingualism, equitable access, and maintaining quality across supported languages. The IBO recognizes working languages as English, French and Spanish as such, languages like Sesotho are considered as an access language and receives level 2 support by IBO. As a college the medium of instruction across all levels is English. However, during teaching of a particular language students communicate in that particular language. To this end, the principle as enshrined in the policy emphasizes that language is a bridge to global education as well as understanding. Materials and services are offered in different languages which are listed as follows



The college reviews language support regularly and adjusts it based on specific needs

5.7.8. LANGUAGE ACQUISITION

Language learning does not only refer to the acquisition of another language, but also to the understanding of a different culture and reinforces international-mindedness and cultural identity and diversity.

- In the context of Lesotho there are two official languages namely Sesotho and English. Students are obliged to speak English on campus both as the unifying language and the only medium of communication.
- Students are encouraged to engage in realistic and meaningful language learning experiences in a positive and encouraging environment.
- Students are further encouraged to preserve and value their own native languages as they enhance their personal identity as embedded in their cultural heritage.

- Students are also afforded an opportunity to become active language learners through inquiry sources by:
 - exposing them to a range of literature reflecting other cultures
 - giving them constructive and specific feedback
 - giving them time to reflect on their learning and to apply remedial strategies

“An inclusive classroom values the social and ethnic cultural backgrounds of all students while creating opportunities for community building.

5.7.9. LANGUAGES IN THE LOWER AND MIDDLE SCHOOL

Languages studied at the Lower and Middle school include Sesotho, French and Mandarin (Chinese). At Middle School all the three are examined at IGCSE level.

At Secondary one (1) all students study **French, Sesotho, or Sesotho studies** and **English**. At Secondary two (2), students may choose between Mandarin, French, and Sesotho. English shall remain mandatory at this level as a medium of instruction.

CHOICE OF A SECOND LANGUAGE

- a) At Secondary two (2) level, students must attain a “B” or better in the language they would like to study and have a pass in English.
- b) At Secondary two (2) students must attain grade ‘B’ or better in English Language and have also passed the subject of choice with a grade ‘C’ or better.
- c) A foreign student who has not attained a passing grade in the language they choose has an option to choose either French or Mandarin (Chinese). Similarly, if a student is a Mosotho and has not studied Sesotho, such a student may be allowed to choose another Language as a second language. However, in each case, parents must make an undertaking to support the student privately.
- d) The coordinator works with Modern languages HOD to verify the grades and choices of the students.
- e) Students shall not change move from one language to another after one term.

5.7.10. LANGUAGES IN THE IB PROGRAMMES

As a minimum requirement, students are expected to be able to take both English Language and Literature A SL/HL course within the Diploma programme and to take a second language course that will provide an appropriate level of challenge for the student’s capabilities.

GROUP 1 LANGUAGES OFFERED:

- a) English Language and Literature A SL and HL
- b) Sesotho A SL and HL.

GROUP 2 LANGUAGES OFFERED:

- a) French Language B at both Standard and Higher level
- b) Chinese Language B
- c) Chinese Ab Initio
- d) Spanish Ab Initio

REQUIREMENTS FOR GROUP 1 LANGUAGE A:

Students are required to have the group 1 Language as a near native language. However, in the case of international students where English was not the medium of instruction, that language may be considered as (their) near native.

5.7.11. CLUBS AND LANGUAGE

Accessing and navigating information from different social and cultural backgrounds enhances students' ability to understand other's perspectives.

Clubs and activities are available to students to enrich experiences in mother-tongue languages, second languages or additional languages, with the aim of increasing cultural awareness and embracing diversity as well as international mindedness. *Debate clubs, Singing club, music/school band, Dance club, Interact Club, and Model United Nations, Poetry, Drama, yoga, chess, Mental health, Art, and Robotics club, assemblies, multicultural clubs, CAS trip, music trips, student exchanges, Sharing-our-Cultures exchange with the local schools and celebrations of cultural day, UN day and AIDS day and STEM festivals form part of the activities available to students.*

Students are expected to enhance their proficiency in the English language, mother-tongue or any other language offered by the College, through reading, listening and research.

5.7.12. ENGLISH AS LANGUAGE

Where necessary, the College will open a class for ESL (English as a second language) to assist students who can hardly communicate in English. The ESL teachers shall assess the student's language proficiency, monitor academic achievement and make recommendations for ESL placement and academic programming decisions.

The college will avail a facility for specialized language preparation which will permit the ESL students to participate effectively in academic programs instructed in English. To that end, ESL teachers shall collaborate with content area teachers to assist the academic needs of the students. Area teachers in consultation with the level coordinator will determine the suitability of ESL students to be absorbed into the mainstream once the instruction language has been acquired.

5.7.13. SELF SUPPORTED LANGUAGES

- The college will assist self-taught with learning materials in support of such endeavors and prepare for a smooth assessment procedure especially with regard to external examinations.
- Students who have transferred from other schools and wish to continue with their Language 2 studies are also allowed to do so and assistance will be rendered accordingly.
 - Parents or guardians of such learners must make the College aware through writing to the level coordinator explaining the intentions of such a student to embark on such a program.

5.7.14. RESOURCES FOR LANGUAGE

- The College library is available for language learning and development.
- The College also has a media center where students can support their learning through research. The internet facility has been upgraded to favor students' improvement in learning their language skills at their own convenient times.
- The College further subscribes to a variety of databases and software which enables students to undertake research in different languages. Students are allowed to share information using different social media platforms and can be able to switch between languages.

5.8. RECRUITMENT

5.9. PROFESSIONAL DEVELOPMENT

5.10. EMPLOYEES CODE OF CONDUCT

5.11. ANNEXTURES

5.11.1. TERMS OF REFERENCE

5.11.2. EMPLOYMENT CONTRACT

4.11.3 FORMS OF ABUSE

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