

Vilnius International School MYP Late Work Policy

Rationale

The rationale for developing the MYP Academic Integrity Policy is based on current evidence that suggests student performance is influenced negatively by poor study habits. Teachers at VIS have observed that a significant proportion of students do not meet deadlines for formative and summative assessments on a consistent basis and consequently this has had an impact on their own achievement and in some cases, the learning of the class as a whole. This policy aims to help foster a strong educational ethos for the school, where all learners aspire to work to fulfil their potential.

The Late Work Policy will be implemented with sensitivity in order not to undermine our commitment to support willing learners who require a differentiated approach in order to demonstrate achievement and growth.

Policy Summary:

VIS recognizes that learning happens at a different pace for different students. We also recognise that all learning engagements should be purposeful, challenging and lead to success in authentic performance assessments. Failing to complete assignments or miss deadlines undermines the opportunities provided to develop the skills, knowledge and understandings embedded in these engagements. The ability to follow through on assignments, manage time and meet deadlines is critical to success in school and throughout life.

Students are expected to complete all assignments and meet the deadlines set by the teacher. Deadlines set by the teacher aim to honour a realistic timeframe and take into consideration the general workload of the students. Mitigating circumstances will be taken into consideration in unique situations.

The Late Work Policy applies to any assignment given to the student by the teacher, either during class or on ManageBac. Assignments may take many forms: oral, written or text. Some assignments may require group collaboration and are difficult to replicate outside of the classroom. It is the student's responsibility to negotiate assignment modifications in circumstances in which group work was expected.

Extensions:

Extensions to deadlines are granted automatically in the case of excused absence.

Excused absences include: illness of one or two days accompanied by a parent note on ManageBac, an illness of more than two days accompanied by a doctor's note, or absence due to personal tragedy such as a death in the family, other *unique and unusual* circumstances such as a sports competition or musical performance.

Family vacations *do not* constitute excused absences. Students will be expected to access ManageBac and turn in assignments according to the deadlines indicated by the teacher.

Students who think they will need more time to complete the task can apply to their subject teacher for an extension. This must be done *in writing* (email or paper) and include the reasons as well as the proposed deadline. The application for an extension must be requested *in advance* of the deadline (not after it).

Application for extensions can be granted/denied based on teacher's professional judgement.

The length of the extension is determined between the teacher and student. In the event that a student does not meet the extended deadline, the student is subject to the same procedure for late or incomplete work.

Extensions beyond the study hall will not be granted to students who miss a deadline due to unexcused absences.

Definition of a missed deadline:

A deadline has been missed if:

- The recorded deadline (date assigned on ManageBac) has passed
- The work assigned is neither uploaded on ManageBac nor physically in the teacher's possession
- The student does not have an excused absence
- The student has not been granted an extension by the subject teacher

All relevant stakeholders will enter into an academic contract with the school that outlines the policy.

The following procedure will begin if a student misses a deadline:

1. The student will remain at the end of the school day and will spend time in a supervised space where they will complete their work.
2. Study hall hours are 15.00 to 15.45. Location and supervising teachers will be posted in the MYP reception.
3. Teachers will record the missing work on a Google Doc for the study hall supervisor and Assistant Principal/MYP Coordinator to view daily.
4. The supervising teacher should mark whether or not the students attended the study hall on the required day.
5. During the study hall, the student will be required to work solely on the late assignment and submit their work at the end of the study hall period.
6. The student must submit their work at the end of the study hall, regardless of the degree of completion unless it specifically indicated in the Google Doc referral that the teacher will accept the work later that same evening.
7. If a student claims to have completed the work prior to the study hall, he or she must serve the full hour regardless. This would also pertain to students who claim they forgot to upload an assignment and insist that they will do it when they are at home.
8. The student must demonstrate that the work has been uploaded/handed in at the end of study hall by checking out with the supervising teacher upon departure. The supervising teacher will make a note on the Google Doc.
9. If a student is late for study hall, then they will have less time to complete the assignment.
10. If a student does not attend the specified study hall, or is excessively or repeatedly late for study hall, the Assistant Principal/MYP Coordinator will take further measures, including contacting the student's parents directly.

Teachers are not obliged to accept assignments which are not submitted at the end of the day in which the study hall was served by the student.

Teachers are requested to respect the needs of individual students. There may be instances in which some students will require clarification of a task, or need feedback from a teacher or peer to complete the assignment effectively.

In the event that a student is frequently in violation of the policy, the following procedure will begin:

The MYP coordinator, relevant teachers, parents and student will convene a meeting to discuss possible consequences. These may range from: working with the School Counsellor on study skills, missing out on school events to complete work, or placement on *academic probation*.

The term *frequent* indicates a pattern of observed behaviour. This number of late assignments that constitute a pattern or “frequent violation of the policy” may differ slightly depending on the regularity with which a class meets or the type of assignment, i.e. formative or summative. For example, missing two Design assessments would constitute frequent because the class meets only once a week. The term *frequent* for a class that meets daily would mean three to four late or incomplete assignments. Both the School Counsellor and the MYP Coordinator will be monitoring the Google Doc, however, individual teachers should call their attention to patterns of late or incomplete work.

Connection to Assessment Policy:

Determining final grades for progress reports

Final grades are determined by the application of MYP Assessment criteria. Teachers use their professional judgement in assigning the final grades, using a combination of summative and formative data. *The MYP: From Principles into Practice* states that teachers make their final grade judgement based upon:

- Patterns in the data, such as an increasing level of performance.
- Anomalous or unexpected achievement levels.
- Other influencing factors.

Final grades can only be determined if the student has completed sufficient work in each subject. At VIS, if the student is missing *2 or more summative tasks (in any subject)* then they may not be eligible for a final grade in that subject.

Implications for Stakeholders

The Late Work Policy has implications for students, teachers, and parents.

For students:

Promotes good work habits and time management skills:

- give students necessary skills for meeting deadlines and schedules
- gives students the opportunity to understand their own progress and plan the next stages of their own learning
- gives students the opportunity to build confidence and self-esteem
- gives students the opportunity to build a foundation of knowledge for further learning and application

-ensures that students who do abide by basic norms are not held back by their peers due to missed deadlines and related behaviours

For teachers:

Facilitates gathering of sufficient assessment data to:

- enable teachers to effectively identify areas of concern in student learning
- enable teachers to effectively identify areas of growth and success in student learning
- enable teachers to identify student achievement levels, in accordance with IB criteria
- enables teachers to effectively move learning forward

For parents:

Facilitates the school's ability to :

- provide the opportunity to be partners in the learning process
- provide accurate information on their children's progress
- provide accurate information on their children's strengths and areas of concern
- engage parental support if and when consequences become necessary

Notes for implementation:

- Grade 6 students and those new to VIS (in any grade) may need more time and more scaffolding in order to meet the expectations outlined in the policy above.
- This policy is intended to be implemented in a spirit of care and support of learning for each student. It is not intended as an outline of acceptable punishments.