



McEgan College Assessment Policy



1. Introduction

This Assessment Policy sets out the principles, structures and practices that guide assessment in McEgan College. It reflects the requirements of the Department of Education, the State Examinations Commission (SEC), the National Council for Curriculum and Assessment (NCCA), and Cork ETB, and takes account of developments at Junior Cycle and Senior Cycle, including Senior Cycle Redevelopment.

Assessment in the school supports high-quality teaching and learning, enables students to demonstrate progress and achievement, informs teacher planning, and ensures fair, transparent and accurate reporting to students, parents/guardians and relevant external agencies.

2. Purpose of the Policy

The purpose of this policy is to:

- Establish consistent, fair and transparent assessment practices across the school
- Support learning through effective formative and summative assessment
- Ensure compliance with Department of Education and SEC requirements.
- Clarify roles and responsibilities in relation to assessment
- Support student wellbeing and academic integrity
- Provide a clear framework for recording, reporting and the use of assessment data

3. Scope

This policy applies to:

- All students enrolled in McEgan College
- All teachers and staff involved in assessment
- All assessment activities, including class-based assessment, school examinations, CBAs, AACs, coursework, projects, practical examinations and state examinations

4. Principles Underpinning Assessment

Assessment in McEgan College is guided by the following principles:

4.1. Validity and Reliability

Assessments must be consistent, and reflect curriculum learning outcomes.

4.2. Fairness and Equity

Reasonable accommodations in state examinations will be implemented in line with Department and SEC guidelines.

4.3. Transparency

Students will be informed of assessment formats, timelines, success criteria, and grading approaches.

4.4. Support for Learning

Assessment is integral to teaching and learning. It should provide timely, constructive feedback that promotes reflection and improvement.

4.5. Accountability

Assessment practices support reliable reporting to parents/carers, leadership, Cork ETB, and external bodies such as the SEC.

4.6. Consistency Across Departments

Subject departments will use shared assessment approaches where appropriate, including common tests and agreed success criteria.

5. Types of Assessment

Assessment in McEgan College includes a range of approaches designed to support learning, monitor progress and report achievement. These include formative, summative and informative forms of assessment.

5.1. Formative Assessment

Formative assessment is embedded in everyday teaching and learning and is used to monitor progress, inform instruction and support student improvement.

Strategies include:

- Sharing learning intentions and success criteria
- Teacher questioning and discussion
- Written and oral feedback
- Peer and self-assessment
- Draft and redraft processes
- Short, low-stakes assessment tasks

Formative assessment informs learning and does not normally contribute directly to term grades.

5.2. Summative Assessment

Summative assessment provides a judgement of learning at a particular point in time and contributes to reporting.

Summative assessment includes:

- end-of-term and end-of-year examinations
- common assessments within subject departments
- practical and oral examinations
- projects and portfolios
- coursework and Additional Assessment Components (AACs)
- portfolios of work for Level 1 and Level 2 Learning Programmes at Junior Cycle and Senior Cycle
- portfolio-based and modular assessment for Transition Year (TY)
- key assignments, practical tasks and portfolio evidence for Leaving Certificate Applied (LCA)
- state examinations

5.3. Classroom-Based Assessments (CBAs)

Classroom-Based Assessments (CBAs) form part of Junior Cycle assessment and are conducted in line with NCCA subject specifications.

- Teachers assess CBAs using national Features of Quality
- Subject Learning and Assessment Review (SLAR) meetings are held as required
- CBA descriptors are reported to both students and parents/guardians, and are recorded on VShare

5.4. Psychometric and Standardised Testing

Psychometric and standardised assessments are used in McEgan College to support teaching, learning, guidance and planning. These assessments help identify students' strengths and areas for development and inform appropriate supports. They are used to support students and do not replace professional judgement.

The assessments used include:

- **NGRT (New Group Reading Test)**
This is a standardised reading assessment that provides information on a student's reading ability and comprehension.
The NGRT is completed before students join the school in First Year as part of the transition process.

- **CAT (Cognitive Abilities Test)**
This assessment provides information on how a student reasons and learns across areas such as verbal, numerical and spatial reasoning. It is not a test of curriculum knowledge.
The CAT is administered during the first term of First Year, and results are posted home to parents/guardians.
- **PPADE**
This assessment supports the identification of literacy-related learning needs and helps inform appropriate teaching strategies and supports.
The PPADE is completed during the first term of First Year.
- **WIAT (Wechsler Individual Achievement Test)**
This is an individually administered assessment that provides detailed information on a student's academic achievement in specific areas. It is generally used where more in-depth assessment is required.

Results of assessments, are available to parents/guardians on request.

Assessment outcomes are shared appropriately with students and parents/guardians.

5.5. Additional Assessment Components (AACs)

As part of Senior Cycle Development, Additional Assessment Components are elements of external assessment other than the final written examination.

AACs may include coursework, projects, practical examinations, oral examinations or other forms of controlled assessment. Their purpose is to assess skills and competencies that may not be readily assessed in a terminal written examination.

For students following Level 1 and Level 2 Learning Programmes and Leaving Certificate Applied, assessment is primarily evidenced through portfolios of work, key assignments and practical tasks, completed over time and aligned with programme learning outcomes.

AACs apply to redeveloped Senior Cycle subjects for Leaving Certificate 2027 and subsequent years and are implemented in accordance with SEC and NCCA guidance.

5.6 Transition Year Assessment

Assessment and reporting in Transition Year includes subject-based grades and/or comments, together with an overall Transition Year descriptor awarded on the basis of accumulated credits. Further details on the Transition year reporting structure, credit allocation and descriptors are set out in Appendix F.

6. Whole-School Assessment Structures

6.1. Formal Examination Periods

Formal examinations are scheduled as follows:

- October: Assessment
- December: Christmas exams
- February: Mock examinations for 3rd Year, 6th Year and Leaving Certificate Applied (LCA)
- May: Summer assessments

A common timetable and agreed examination procedures apply. (See Appendix A)

6.2. Ongoing Assessment

Teachers use a range of assessment approaches throughout the year, including class tests, oral work, practical tasks, CBAs, written assignments and portfolio development, to monitor progress and inform teaching.

- In Leaving Certificate Applied, assessment focuses on the completion of key assignments, tasks, practical activities, state examinations and the development of portfolios of work aligned with LCA statements of learning.
- For students engaged in Level 1 and Level 2 Learning Programmes, ongoing assessment is primarily evidenced through portfolios of work demonstrating progress against programme learning outcomes.
- In Transition Year, assessment emphasises portfolio development, project work, practical activities, work experience and structured reflection. Reporting includes subject based feedback and an overall Transition Year descriptor, awarded in accordance with the credit based framework outlined in Appendix F.

6.3. Student Target Setting and Reflection in House Examinations

As part of the school's commitment to assessment for learning and student ownership of progress:

- Students are required to record a target grade at the front of their examination paper prior to the commencement of house examinations.
- Following the completion of house examinations, students are required to complete a reflection sheet, which focuses on:
 - o Their preparation for the examination
 - o Their performance during the examination
 - o Specific strategies for improvement in future assessments

This process supports reflective practice, goal setting and informed engagement with feedback.

7. Homework and Assessment

Homework supports learning and consolidation and provides opportunities for assessment.

- Homework is assigned in line with subject department agreements
- Homework should always be the student's own work

- Homework forms part of ongoing formative assessment

8. Recording and Reporting

8.1. Reporting to Students

Students receive feedback through written comments, oral feedback, digital platforms and examination results.

- In Transition Year, feedback focuses on engagement, skill development, completion of modules, portfolio quality and reflection on learning experiences.
- In Leaving Certificate Applied, feedback is aligned with key assignments, portfolio development and practical performance.
- For students completing Level 1 and Level 2 Learning Programmes, reporting focuses on portfolio evidence and progress against programme learning outcomes.

Feedback focuses on strengths, progress and next steps for improvement.

8.2. Reporting to Parents/Guardians

Formal reports are issued via VSWare:

- after the October assessments
- after the Christmas exams
- after the Pre-Examinations (Mocks)
- after the Summer assessments
- For Transition Year, reports reflect credits received for portfolio development, interview, attendance/participation and work experience as well as subject results. End of year reports to parents/guardians include subject based grades and/or comments, together with the overall Transition Year descriptor awarded in line with the credit framework detailed in Appendix F.
- For Leaving Certificate Applied, reports reflect progress in key assignments, portfolios and practical components, in line with LCA assessment structures.

Parent / Teacher / Student meetings form part of the reporting process and support shared understanding of progress and next steps.

8.3. Data Protection

Assessment data is stored securely and managed in accordance with GDPR and the school's Data Protection Policy.

9. Reasonable Accommodations

McEgan College follows Department and SEC guidelines on Reasonable Accommodations, including:

- RACE (Reasonable Accommodations for Certificate Examinations)

- Special arrangements for school-based assessments
- Use of assistive technology
- Support from SEN structures within the college (refer to SEN Structures document)

Applications for RACE are coordinated by the SEN Department in collaboration with the Principal and Deputy Principal team.

10. Academic Integrity, Coursework and AACs

10.1. Coursework, Portfolios and Authentication – See Appendix F

Coursework and Additional Assessment Components assigned by the State Examinations Commission are completed in accordance with SEC Coursework Rules and Procedures.

Key requirements include:

- coursework and portfolio evidence must be the student's own, individual and authentic work
- work must be completed under teacher supervision
- teachers authenticate coursework and portfolios through ongoing oversight
- the Principal verifies that procedures have been followed
- coursework and portfolios are stored securely where required

This applies to Leaving Certificate subjects, Leaving Certificate Applied, Level 1 and Level 2 Learning Programmes, and any other programme requiring portfolio-based assessment.

The school cannot authenticate coursework or portfolio evidence completed entirely outside the school setting.

10.2. Referencing and Use of AI – See Appendix F

The school adheres to SEC rules on referencing and the use of Artificial Intelligence (AI) in coursework .

- AI tools must not be used to generate coursework content
- AI may be used to support research or planning only where explicitly acknowledged
- All sources, including AI tools, must be referenced clearly
- Unacknowledged use of AI-generated material constitutes plagiarism

Where AI tools are used appropriately, students must document:

- The name of the AI tool
- The purpose of its use
- The date of use
- How it supported, but did not replace, their own work

Misuse of AI or failure to reference sources may result in penalties under SEC regulations.

11. Roles and Responsibilities

- **Principal**
Overall responsibility for assessment policy implementation, compliance with Department of Education and SEC requirements, and oversight of assessment practices.
- **Deputy Principals**
Oversight of assessment structures across the school, including reporting processes and examination arrangements, and supporting consistent implementation of the assessment policy.
- **Examinations Co-ordinator**
Responsible for planning and organising examination timetables and supervision arrangements for house examinations and pre-examinations, in consultation with Senior Management.
- **Teachers**
Design, delivery and authentication of assessment; provision of feedback; recording and reporting of results; and adherence to examination and coursework procedures.
- **Students**
Undertake the assessments to the best of their ability and engage honestly with assessment processes.
- **Parents/Guardians**
Support student learning and engage with assessment information and reporting.

12. Review and Ratification

This policy will be reviewed every two years, or earlier if required by changes in Department or SEC guidance.

Ratified by the Board of Management on: _____

Signed: _____ (Chairperson)

Signed: _____ (Principal)

Appendix A

House Examination Procedures

Purpose

The purpose of these procedures is to ensure that all house examinations in McEgan College are conducted in a fair, consistent and secure manner, and that students are supported to demonstrate their learning under appropriate examination conditions.

Examination Timings

- Examination timetables are issued in advance to students, parents/guardians and staff.
- Students are required to arrive at examination centres at least 5 minutes before the scheduled start time.
- Examinations begin and end strictly at the times stated on the timetable.
- Late arrivals may be admitted at the discretion of the supervising teacher or Senior Management, as long as it is within the first 30 minutes of the exam. There will be no admittance after that. If a student does arrive late no additional time will be granted.

Examination Conduct

Students are expected to:

- Follow all instructions given by supervising staff.
- Remain silent for the duration of the examination.
- Raise their hand if assistance is required.
- Remain seated until instructed otherwise at the end of the examination.
- Students may go to the toilet with the permission of the supervising teacher. The teacher will note the time they left and returned from the toilet on the front of the examinations booklet.

Any breach of examination conduct may be addressed under the school's Code of Behaviour.

Mobile Phones and Electronic Devices

- All mobile phones, smart watches and personal electronic devices must be switched off before entering the examination room.
- Mobile phones must be placed in the school-issued pouch and positioned on the desk, clearly visible, for the duration of the examination.
- Phones may not be accessed at any point during the examination.

- Possession or use of an unauthorised electronic device during an examination will be treated as a serious breach of examination procedures and may result in disciplinary action.

Materials

- Students may bring only the materials specified for the examination.
- Pencil cases must be clear or placed on the floor.
- Bags must be left at the front or side of the room as directed.

Absence from House Examinations

- Parents/guardians must notify the school in advance where possible.
- Medical certification or other supporting documentation may be required.
- If a student is absent because of holidays the school will not accommodate alternative arrangements.
- Decisions regarding alternative assessment arrangements rest with Senior Management.

Appendix B

Procedures for Students Using Assistive Technology in Examinations

Purpose

These procedures outline how assistive technology (AT) is used in school-based assessments and house examinations to support students' normal way of working, while maintaining examination integrity.

Eligibility

- Use of assistive technology is based on documented need and is normally aligned with approved or anticipated RACE accommodations.
- Students must be familiar with and routinely use the assistive technology in class settings.

Approved Assistive Technology

Examples may include:

- Laptops or tablets for word processing
- Text-to-speech or speech-to-text software
- Screen readers or magnification tools

The specific technology used will be agreed in advance with the SEN Department and Senior Management.

Examination Arrangements

- Students using assistive technology may be assigned to a separate or shared centre, depending on need and resources available.
- Devices used must be configured in exam mode, with internet access disabled unless explicitly permitted.
- Only approved software may be accessed during the examination.
- Students may not bring personal storage devices unless authorised.

Supervision and Security

- Supervising teachers ensure that examination conditions are upheld at all times.
- Files are saved and submitted in accordance with school procedures.
- Printed scripts, where required, are checked, labelled and stored securely.

Responsibilities

- Students are responsible for knowing how to use their assistive technology effectively.
- The school will make reasonable efforts to ensure equipment is available and functional but cannot guarantee against technical failure.

Appendix C

Use of Athena Analytics for Tracking and Target Setting

Purpose

McEgan College uses Athena Analytics as a school-wide system to support the tracking, monitoring and analysis of student performance data.

Use of Data

Athena Analytics is used to:

- Analyse assessment outcomes across subjects and year groups
- Identify patterns, strengths and areas for development
- Support evidence-informed teaching and learning
- Inform pastoral, guidance and academic planning

Data from examinations, assessments and other relevant sources may be uploaded and analysed within the system.

Student Target Setting

- Senior cycle students are required to engage with Athena Analytics as part of their academic development.
- Students are supported to set academic targets within the system, informed by assessment data and teacher feedback.
- Target setting is reviewed periodically and may be discussed during mentoring, guidance or subject teacher meetings.

Oversight and Data Protection

- Access to Athena Analytics is restricted to authorised staff and students.
- All data is handled in accordance with GDPR and the school's Data Protection Policy.
- Athena Analytics supports, but does not replace, professional judgement.

Appendix D

Coursework Completed Outside of School

Principle

In line with the SEC Coursework Rules and Procedures, McEgan College can only authenticate coursework that has been completed under the supervision and oversight of the class teacher within the school setting.

Coursework Outside of School

- Coursework completed entirely outside of school, without appropriate teacher supervision, cannot be authenticated by the school.
- Coursework completed independently, through private tuition, or outside a recognised school setting is not eligible for authentication or submission by the school.

Teacher Oversight

- Teachers must have regular and meaningful oversight of coursework development in order to authenticate it.
- Where sufficient oversight is not possible, the teacher must inform Senior Management.

Implications for Students and Parents/Guardians

- Students and parents/guardians will be advised that coursework completed outside of school may not be accepted for certification purposes.
- Where coursework cannot be authenticated, the school is obliged to follow SEC procedures, including reporting where required.

Alignment with SEC Requirements

These procedures reflect the SEC requirement that coursework must be:

- The student's own, individual and authentic work
- Completed under teacher supervision
- Capable of being authenticated by the class teacher and verified by the Principal

Appendix E

Grade Descriptors and Reporting Frameworks

Purpose

This appendix outlines the grading and descriptor frameworks used across programmes in McEgan College. It provides clarity for students, parents/guardians and staff on how achievement is described and reported at Junior Cycle, Leaving Certificate Established, Leaving Certificate Applied, and Level 1 and Level 2 Learning Programmes.

Junior Cycle Grade Descriptors (Classroom-Based Assessments)

At Junior Cycle, achievement in Classroom-Based Assessments (CBAs) is reported using national descriptors rather than percentage marks.

The descriptors are:

- **Exceptional**
The student demonstrates comprehensive understanding of the learning outcomes and applies knowledge and skills with a high level of competence and independence.
- **Above Expectations**
The student demonstrates a very good understanding of the learning outcomes and applies knowledge and skills effectively in most situations.
- **In Line with Expectations**
The student demonstrates a good understanding of the learning outcomes and applies knowledge and skills appropriately.
- **Yet to Meet Expectations**
The student has not yet demonstrated the required understanding of the learning outcomes and requires further support to develop knowledge and skills.

These descriptors are reported to students and parents/guardians and are recorded in line with national Junior Cycle reporting arrangements.

Junior Cycle Examination Grades

For Junior Cycle State Examinations, achievement is reported using grade bands, as determined by the State Examinations Commission.

The national Junior Cycle examination grades are:

- Distinction: 85% and above
- Higher Merit: 70% to < 85%
- Merit: 55% to < 70%
- Achieved: 40% to < 55%

- Partially Achieved: 20% to < 40%
- Not Graded: 0% to < 20%

These grades apply to written examinations and, where relevant, to final externally assessed components. They are reported to students and parents/guardians and appear on the Junior Cycle Profile of Achievement (JCPA).

In school-based examinations, percentage marks and/or grade equivalents may be used to support learning, tracking and reporting.

Leaving Certificate (LC) Grade Bands

Achievement in the Leaving Certificate programme is reported using percentage-based grading bands, as determined by the State Examinations Commission.

- H1 / O1: 90–100%
- H2 / O2: 80–89%
- H3 / O3: 70–79%
- H4 / O4: 60–69%
- H5 / O5: 50–59%
- H6 / O6: 40–49%
- H7 / O7: 30–39%
- H8 / O8: 0–29%

Higher Level (H) and Ordinary Level (O) grades are used for State certification and progression purposes.

Leaving Certificate Applied (LCA) Descriptors

Assessment in Leaving Certificate Applied is criterion-referenced and modular, rather than exam-only.

Achievement is reported using the following national descriptors:

- Distinction
- Merit
- Pass

These descriptors apply to:

- Key Assignments
- Practical activities
- Portfolios of work
- Task interviews

Students must complete and achieve the required credits across the programme to be awarded the Leaving Certificate Applied.

Transition Year Reporting and Descriptors

Reporting in Transition Year reflects the developmental and exploratory nature of the programme while providing clear, structured feedback on student engagement, progress and achievement.

Subject-Based Reporting

Students receive grades and/or written comments for each subject studied during Transition Year. Subject reports focus on:

- completion and quality of assigned work/assessment
- development of subject-specific skills

This subject-based reporting supports students in reflecting on their learning and informs future subject and programme choices.

Overall Transition Year Descriptor

In addition to subject-based reporting, students are awarded an overall Transition Year descriptor, determined by the accumulation of credits across key areas of the programme.

A total of 400 credits is available, allocated as follows:

- Transition Year Portfolio: 100 credits
- Transition Year Interview: 100 credits
- Attendance and Participation: 100 credits
- Work Experience Reflection and Report: 100 credits

Credits are awarded based on agreed criteria, including completion, quality of work, engagement, reflection and commitment to the programme.

Transition Year Descriptors

The overall Transition Year descriptor is awarded as follows:

- Distinction: 340–400 credits
- Merit: 240–339 credits
- Pass: 160–239 credits
- Record of Participation: 0 – 159 credits

Use of Transition Year Reporting

Transition Year reporting is used to:

- recognise student engagement and achievement
- support student reflection and personal development

- inform guidance and pathway planning
- provide clear feedback to students and parents/guardians

The emphasis of Transition Year reporting remains on learning, growth and preparation for Senior Cycle, rather than on examination performance alone.

Level 1 and Level 2 Learning Programmes (L1/L2 LPs)

Level 1 and Level 2 Learning Programmes are assessed using portfolio-based evidence aligned with learning outcomes and Statements of Learning.

Achievement is reported using:

- **Achieved**
The student has met the learning outcomes as evidenced through portfolio work.
- **Not Yet Achieved**
The student has not yet demonstrated sufficient evidence of meeting the learning outcomes.

Assessment is continuous and based on professional judgement, informed by portfolio evidence gathered over time.

Level 1 and Level 2 Learning Programmes are reported through school reporting structures and, where applicable, through certification aligned with national arrangements.

Use of Grade Descriptors in Reporting

Grade descriptors and grading bands are used to:

- Support clear communication of achievement
- Promote consistency and transparency in reporting
- Support student reflection and goal-setting
- Inform teaching, learning and support planning

Descriptors and grades are interpreted in the context of each programme's purpose and assessment structure and are supported by qualitative feedback wherever possible.

Appendix F

Academic Integrity and Plagiarism – Student Rules

What is Academic Integrity

Academic integrity means acting honestly and responsibly in all learning and assessment. You may use ideas, data, images, code, or words from others only with proper acknowledgement, and the work you submit for assessment must be your own.

Definition of Plagiarism

Plagiarism is presenting someone else's words, ideas, data, images, designs, code, or media as your own, without clear and accurate acknowledgement. It includes material from books, articles, webpages, images, videos, reports, software/code repositories, AI tools, classmates, tutors, family members or commercial services.

Examples of Plagiarism (not an exhaustive list)

- Copying text from a source (book, website, article, AI output) without quotation marks and a citation.
- Copy-pasting diagrams, graphs, tables, images, maps or photos without crediting the source.
- Submitting work written by another person (classmate, family member, tutor) or obtained via contract cheating websites/services.
- Submitting work wholly or substantially generated by AI (text, code, images, data analysis) and representing it as your own original analysis.
- Collusion: working with others on an individual assignment and submitting the same or very similar work as separate individual submissions.
- Fabrication/falsification: inventing data/quotes/sources or altering data, logs, images or measurements.
- Improper referencing: using sources but failing to cite them accurately (missing citations, inaccurate page numbers/URLs, or incomplete reference list).

What is permitted

Researching widely, taking notes in your own words, and synthesising ideas with citations.

- Discussing ideas with peers/teachers, then writing your own submission.
- Using assistive tools, provided your final submission is your own original work and you acknowledge any substantive assistance if required by the brief.

Referencing Sources

Students must reference any material that informs their work where the ideas, words, data or structure are not entirely their own.

This may include:

- Naming the author, title and source (book, website, article, video, interview, etc.)
- Including the website address and date accessed for online sources
- Clearly distinguishing between direct quotations and paraphrased ideas

Teachers will provide guidance on suitable referencing formats appropriate to subject, programme and year group.

Referencing and Use of AI

The school adheres to SEC rules on referencing and the use of Artificial Intelligence (AI) in coursework .

- AI tools must not be used to generate coursework content
- AI may be used to support research or planning only where explicitly acknowledged
- All sources, including AI tools, must be referenced clearly
- Unacknowledged use of AI-generated material constitutes plagiarism

Where AI tools are used appropriately, students must document:

- The name of the AI tool
- The purpose of its use
- The date of use
- How it supported, but did not replace, their own work

Misuse of AI or failure to reference sources may result in penalties under SEC regulations.

Record Keeping

It is the student's responsibility to keep a research log showing (dates, sources searched, notes, drafts) in order to support authentication.

Appendix G

Teacher Guidelines for Preparing Students for Assessed Work

Planning and Transparency

- Share the assessment calendar for your subject.
- Provide students with the official brief and a summary of the marking criteria.
- Schedule structured checkpoints (e.g. proposal, outline, draft methods, interim data, draft analysis, final check) to support progress and enable authentication.
- For Junior cycle, ensure students are informed of CBA descriptors, features of quality, timelines and expectations.
- Following SLAR meetings return the CBA descriptors and feedback to students.

Supervision and Authentication

- Supervise coursework and CBA/project work in timetabled classes. Record supervised sessions and brief deviations (e.g. fieldwork).
- Review process evidence: research log, notes, drafts (with version history), raw data, pilot results, sketches, photographs of practical stages, lab/fieldwork logs.
- Conduct checks (spot oral questioning, short supervised write-ups etc.) to confirm understanding and authorship.
- For group activities ensure individual contributions are distinct and assessable.
- It is the student's responsibility to retain and maintain their research log until the appeal period has officially ended.

Managing Digital and AI Risks

- Ensure students are familiar with the academic integrity rules in Appendix F.
- Ensure students use proper citation.
- Use supervised drafting in class as much as possible.

Procedures when Concerns arise

- Initial concern (teacher): note the issue; gather process evidence; invite the student to a short authentication interview and supervised write-up.
- Subject review: subject teacher and Year Head consider evidence; if concerns remain; notify Deputy Principal.
- Student/Parent meeting: outline concern, share evidence and explain consequences.
- Decision:
 - If authorship is confirmed – proceed with submission.
 - If authorship cannot be confirmed – the school will inform the SEC that we cannot authenticate.

- o If misconduct is confirmed – apply school disciplinary measures and inform the SEC as required by the subject circular/brief.
- Record: file all notes, decisions and communications securely until appeals conclude.