



Academic Policy is based on honesty and Integrity and is part of TAMOS Education's educational attitudes and is a behaviour expected of all students who attend TAMOS Education Physics and Math School. The concept of academic honesty extends from the belief that all students must be responsible for their own learning as the learning process demands our own, unique efforts. TAMOS Education academic policy expects that students will not cheat, lie, plagiarize, or commit other acts of academic malpractice.

The student who is academically honest produces their own original work through their own efforts and abilities. Though a student may receive help on an assignment from a teacher, family member or peer, integrity demands that the work presented as the final product be the student's own creation.

At TAMOS Education, promoting academic honesty is the responsibility of the whole school community. Only when there is a commitment on the part of all concerned can a school's academic environment facilitate a healthy respect among students for the value of academic honesty.

In such an environment, students will know that teachers will not ignore or condone cheating, plagiarism, or other acts of academic dishonesty. Students will also know that teachers, administrators, and parents will hold them accountable for any such act of academic dishonesty.

Plagiarism, simply put, is when a student represents someone else's writing; work, or ideas as their own. Even someone else's ideas paraphrased into one's own words without proper citation is a violation of the academic honesty policy. This definition includes writing obtained from a commercial source (such as the internet), passages copied word for word from books without acknowledging the original source, phrases taken from another source without proper citation, or simply copying the work of another student. Plagiarism is also utilizing an expert's ideas or research without proper citation and credit, even if it has been rewritten in a new language. Cheating is both an extension of plagiarism and its own offense. It is the practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit or increasing an assignment or test mark. While "cheating" typically occurs during tests, quizzes and examinations, this definition is not limited to testing situations but also extends to include the following:

- Using a "cheat sheet";
- Claiming participation in a group project when no contribution was made;
- Getting test questions in advance of the test;
- Turning in another person's work for credit/grade/marks;
- Text messaging in a testing situation;
- Using cell phones as a calculator when no aides are allowed;
- Submitting work done previously for a different class but claiming it as original for the assignment in question;
- Copying the work of another student (see plagiarism);
- Having someone so heavily revise or edit a piece of writing that it no longer represents the work of student in question;
- Stealing or, in some fashion, obtaining the "answer key" for grading a test or assignment.
- For class assignments, copying from another student's paper will result in a failure for all students involved in the specific assignment.
- Using any electronic device to give the student an unfair advantage over the other students.

If a student copies the work of another student with their permission, both students will be subject to discipline as per the TAMOS Education discipline policy.

Assessment Policy

General Expectations of Assessment

TAMOS Education assessments are defined as any activity that allows a teacher to determine a student's current subject understanding and anticipate the next steps for instruction. Assessments can be both formal, such as exams, essays and projects, or informal such as classroom discussion, response to direct questions, class polls, etc.

Assessment at TAMOS Education is utilized to ensure students master their curriculum content and skills, are able to apply their learning in new contexts, develop connections between subject areas, orient their knowledge to authentic real-world experiences and become accurate judges of their own strengths and areas of growth.

We assess students not to grade or sort them into groups, but to create indicators of instructional need. Through assessments, further instruction is designed based on student needs defined by the assessment results. Additionally, students will use assessments to refine their skills, hone their understanding and extend their own learning in the subject areas.

In order to achieve these aims, formative and summative assessments, criterion-referenced rubrics and the student's best consistent effort will be used to determine success in a course. Students' own reflections are a meaningful part of this process. Teachers and students will work together to create an accurate picture of a student's continuing progress.

Assessment will also reflect our core belief that learning is an application of higher-level thinking skills, not rote memorization or a series of disconnected tasks. Through the use of rubrics, both internal and external, teachers will balance the content area knowledge necessary for mastery of the subject and the skills necessary for the demonstration of this knowledge. As such, we recognize that all teachers are teachers of literacy.

To ensure students are successful in all courses, classroom assessment will reflect the practice and principles of the formal assessment or model performance-based tasks. These practices will be supported by the use of criterion, aims, and objectives agreed upon through collaboration by subject area and curriculum indicators.

Recording and Reporting of Grades

The process of grading a student and recording the grade as part of their permanent record will be done with great contemplation and care. Final marks will reflect our school-wide belief that all students have the ability to learn and achieve at a high level. A student's final mark in a course will be based on multiple measures of their learning and reflect their overall attainment in the subject. For the Russian and Kazakh schools these grades are recorded in the government system of Kundelik.

The Cambridge school teachers will convert rubric scores into points and percentages which will then be used to create the transcript which will show the letter grade of Cambridge (A* to E), the American based grade point average (GPA 0 to 4) and the Kazakh grade (5 to 1) and the overall percentage.



Transcript Schedule

Students at TAMOS Education will receive transcripts Transcript reports will be issued at the end of each term. End transcript will be maintained as part of the student's final, permanent record.

Cambridge Grade Scale, Kazakh Grade, Percentage and Grade Point Average

Generally speaking, students can expect a standard grading scale in their classes with those scores linked to criterion-based rubrics.

Cambridge				GPA				Kazakh	
A*	90%	to	100%	93%	to	100%	4.0	Grade 1	
A	80%	to	89.99%	90%	to	92.99%	3.7	5 (81% - 100%)	P
B	70%	to	79.99%	87%	to	89.99%	3.3	4 (51% - 80.99%)	P
C	60%	to	69.99%	83%	to	86.99%	3.0	3 (21% - 50.99%)	P
D	50%	to	59.99%	80%	to	82.99%	2.7	1 - 2 (0 to 20.99%)	F
E	40%	to	49.99%	77%	to	79.99%	2.3	Grade 2 to 11	
F (IGCSE)	30%	to	39.99%	73%	to	76.99%	2.0	5 (84% - 100%)	P
G (IGCSE)	20%	to	29.99%	70%	to	72.99%	1.7	4 (65% - 84.99%)	P
				67%	to	69.99%	1.3	3 (40% - 64.99%)	P
				65%	to	66.99%	1.0	1 - 2 (0 to 39.99%)	F
				0%	to	64.99%	0.0		

Excused Absences and Make-up Exams

Any student unable to take an examination or fulfil any academic assignment, or who will be absent from classes for an extended period of time for good and sufficient reason such as religious beliefs, family emergency, or illness, shall report the absence as soon as possible to their homeroom teacher, and if possible, make a request to be excused. In case of illness, a doctor's or health care professional's note will be required to support the Absence. The student shall be provided with an opportunity to make up the examination or other missed academic assignments under conditions and at such times as are available. A student who misses an examination without good reason to receive permission to take the examination at a later date will fail the exam.

Transfer of grades

The enrolment process requires that teachers sign for students to be enrolled in a particular grade. If a teacher or parents feels that a student has been misplaced once classes begin, a conference should be held with the student, teacher, parent(s), and counsellor to determine the best course of action. Students will only be transferred if there is a logical, academic or reasonable social reason for doing so. Students will not be taken out of a class and put in a different level without input from all parties concerned. The Director has final say on confirmation of a student transfer.

New Students Enrolling in Term

TAMOS Educations admission policy outlines the admission conditions for all students enrolling in the Russian, Kazakh and Cambridge schools. Students are initially enrolled and assigned to grade levels based on their date of birth. Students entering TAMOS Education school for the first time after having attended school outside of TAMOS Education or outside of Kazakhstan are placed in a grade level based on their date of birth and available education records from the student's previous school at the time of

enrolment. If the school directors deems that another grade level placement would be more instructionally appropriate, then the school directors have the final say concerning the appropriate grade level.

The Cambridge school sticks strictly to the British “age” based enrolment system which determines grade based on date of birth. Students cannot be transferred to grades above the grade determined by their date of birth.



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