

QUALITY OF EDUCATION

Academic Integrity Policy

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February 2021	1.0	Policy review and collaboration with teaching staff.
June 2023	1.1	Policy review
September 2024	1.2	Policy review

Rationale of Academic Integrity in the Primary Years Programme (PYP)

At Leigh Academy Dartford, PYP skills are taught to underpin academic integrity in all learning, as well as ensuring the understanding of the importance of academic integrity. We aim to create an ethical culture amongst all of our pupils. Displaying academic integrity and the IB Learner Profile attributes are the ideals students of the PYP strive for. At LAD, we aim to develop independent pupils who act upon the attributes of the IB Learner Profile. The key components through this policy will explore their ability to make learning visible, to explore collaboration and to learn about learning.

As an IB school, we are committed to upholding the mission and philosophy of the IB, which fundamentally requires adherence to Academic Integrity and its five core principles: honesty, trust, fairness, respect, and responsibility. Our vision is to guide students in their social and emotional learning, fostering their development into mindful, confident, and respectful individuals. We aim to nurture morally and socially responsible citizens who demonstrate honesty in all aspects of their lives.

Accordingly many skills will be touched upon, this includes:

1. Reflection upon learning
2. Age appropriate research
3. Create an inquiry based environment
4. Modelling students' actions

This will create an emphasis on becoming lifelong learners where pupils can manage their learning and self-correct themselves.

Pupil responsibilities and expectations

- If you take credit for the work, which belongs to you then you are being **knowledgeable**. People will know they can come to you to find out more information about your topic.
- If you share credit for the work, which is from a group then you are being **principled**. People will see you are an honest and respectful person.
- If you give credit for work, which is not yours then you are a person who has **integrity**. You know the difference between what is fair and what is not fair.
- If you contribute equally while working in a group then you are showing **respect** for others' opinions and **cooperation**. People know you are a good listener and you work well with others; you are a successful **communicator**.
- If you work individually on your own learning, which is to be done alone, then you are showing **independence** and **confidence**. You know you can do the work and you will do your best.
- You can be a **communicator** and express why academic integrity is important.
- You realise that being honest and having integrity is for your benefit.
- You can discuss and explore academic integrity using stories and social stories.

Academy and teacher responsibilities and expectations

At Leigh Academy Dartford, we will provide pupils with support in a positive manner and parents will be notified. In addition to this all staff offer the same opportunities to those with additional learning support by providing them with social stories to support ongoing academic integrity behaviours.

At Leigh Academy Dartford all staff have expectations and considerations that should be adhered to therefore not hindering the students' learning. The following should be noted:

- Adhere to the academic integrity policy both in their own planning and teaching and also in the pupils' work
- Inform pupils of the consequences for academic dishonesty
- Display posters related to academic integrity in classrooms
- Provide guidance and information to pupils on how to deal with issues such as copying and pasting
- Provide pupils with clear guidelines on academic integrity
- Refer to the IB Learner Profile
- Equip pupils with essential skills such as research, communication, thinking, self – management and social skills.

- Pupils will be guided, giving examples of both good and bad practice, asking students to re-submit work if necessary
- During the stages of the Exhibition (to be developed 2022), pupils will be encouraged to be honest with all their research.
- Upper Key Stage 2 teachers will extensively go through Academic Integrity and its importance in line with the academy's digital strategy and use of Chromebooks.

Parent responsibilities and expectations

- To provide support to our pupils by taking an interest in their work and ensuring that any work completed is their own.
- To provide support to our pupils by encouraging them to refer back to the Academic Integrity Policy when completing work inside and outside of school.
- Participate in creating a culture of academic integrity at home and in school.
- Address any concerns of academic misconduct with their child and inform the school.

Academic Misconduct

The IB defines academic misconduct as:

' Deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct.'

Academic misconduct can manifest in various forms for our learners, including but not limited to the following:

1. **Plagiarism:** Presenting work, words, ideas, images, information, or any other material produced by someone else as their own for assessment, extended writing pieces or other purposes.
2. **Copying:** Using the work of another pupil, with or without their knowledge, as one's own. This may also include copying during tests and test conditions.

Consequences of Academic Misconduct

- Incidents of misconduct shall initially be addressed by the teacher and the Primary Years Programme Coordinator (PYPC) through a discussion with the pupil(s) involved.
- If deemed necessary, a reflective session will be held with the affected pupils/classes/year group.
- The incident will be reported to SLT and to parents.
- Consequences appropriate to the student's age will be implemented. For instance, removal of devices such as Chromebook for a period of time, if deemed necessary.

Expected behaviours

As Leigh Academy Dartford is part of the Leigh Academies Trust, we have developed a whole trust approach to academic integrity. The below tables summarise the expectations in each year group with examples of expectations within different contexts. As there are a range of similar expectations, we have grouped these into Lower Primary (EYFS – Yr2) and Upper Primary (Yr3-Yr6).

Considerations and conclusion

As mentioned in this policy, all staff will provide students with a positive attitude towards academic integrity and support all students during their journey of working independently and taking pride in their own work. As mentioned, work completed should be created by that child whether part of a group or working independently. It is important to teach and remind all students the importance of creating their own work. It is also important to recognise that every student is different and considerations should be made to support these students who find learning more challenging.

Year Groups: EYFS, Yr1, Yr2

Approaches to Learning	Self-management, Social, Communication, Thinking and Research Skills				
Activity:	Culminating project (Like summative task)	Group Work	Presentation	Creative work	Independent Work
Examples of the type of integrity that could occur. Either teacher led or student led.	<p>Students will have opportunities to talk about how they learnt about their project and where their knowledge came from.</p> <p>Teachers can encourage children to prepare for certain questions for projects.</p> <p>Teachers can provide examples of how students have reached their goals for the project using academic integrity.</p>	<p>Accepting responsibility for their contribution and recognising the contributions of others.</p> <p>Setting up classroom areas with each other.</p> <p>Students and teachers encourage participation and class cohesion.</p> <p>Teachers will also give opportunities for 'mini reflections' where students are able to observe each other's learning.</p>	<p>Students can then critique their own learning.</p> <p>Students during their research for presentations let others know where they gathered the information – using the agreed upon methods shown by the class teacher.</p> <p>The teacher will give opportunities where students can explain how they learnt about their chosen topic.</p> <p>During reflection they will have opportunities to show what led their learning.</p>	<p>Students can recognise influences which helped them achieve their goal.</p> <p>Each year the group has a variety of open ended challenges.</p> <p>Teachers will encourage independence for tasks.</p> <p>Approaching inquiry challenges in their own way and selecting their own resources.</p>	<p>Students can further develop individual learning by:</p> <ul style="list-style-type: none"> -Continuing it within their independent inquiry time. -Completing independent inquiry challenges. -Taking action at home - responding to learning in school and evidence on ClassDojo. <p>They will have opportunities to explain the things that have been able to help them achieve their goal.</p> <p>Students will have opportunities to teach each other about their learning.</p> <p>Students will make independent use of success criteria and checklists.</p>

Year Groups: Yr3, Yr4, Yr5, Yr6

Approaches to Learning	Self-management, Social, Communication, Thinking and Research Skills				
Activity:	Culminating project (such as summative tasks)	Group Work	Presentation	Creative work	Independent Work
<p>Examples of the type of integrity that could occur. Either teacher led or student led.</p>	<p>Students will have opportunities to talk about how they learnt about their project. Including: Using thinking charts KWL.</p> <p>Show their learning through their portfolio work & reflections in the class floor book.</p> <p>Be able to show the connections between subjects and how they linked their knowledge together.</p> <p>Teachers can encourage students to prepare for certain questions for projects.</p> <p>Teachers can use “interactive” displays for children to show their learning and where they learn information from.</p> <p>Teachers can provide examples of how students have reached their goals for the project using academic integrity.</p>	<p>Accepting responsibility for their contribution and recognising the contributions of others. These can also be recorded.</p> <p>Students can also set up the classroom areas with each other to enable appropriate learning with integrity in mind.</p> <p>Students and teachers encourage participation and class cohesion.</p> <p>Teachers will give opportunities for ‘mini reflections’ where students are able to observe each other’s learning.</p> <p>Teachers can encourage groups to check with each member about how they have learnt and if they have been honest with their learning.</p>	<p>Students are able to record on software such as Google Suite or ClassDojo. They can then critique their learning.</p> <p>Students during their research for presentations, let others know from where they gathered the information – using the agreed upon methods, as shown through librarians or referencing lessons.</p> <p>The teacher will also give opportunities where students can also explain how they learnt about their chosen topic. Peer and self- assessment can be used to determine if academic integrity was upheld.</p> <p>During reflection they will also have opportunities to show what led their learning.</p>	<p>Students can recognise influences which helped them achieve their goal. Each year group has a variety of open-ended challenges.</p> <p>Home Learning Opportunities: Children are encouraged to work independently, parents to help guide with their learning. Teachers are encouraged to give a variety of closed and open home learning tasks.</p> <p>Teachers will encourage independence for all tasks. Teachers will also encourage inquiry or allow students to follow their interests – this can lead to genuine learning and hence academic integrity.</p>	<p>Students can further develop individual learning by: Using success criteria. Using the rubrics to track their progress.</p> <p>They will have opportunities to explain the things which have helped them achieve their goal.</p> <p>Children will have opportunities to teach each other about their learning. They will also refer back to summative tasks to decide how they can better similar tasks.</p> <p>Children may use their own portfolios to record learning they find interesting.</p>