



OAKS PRIMARY ACADEMY

Academic Integrity Policy

Primary Years Programme

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Date	Version No	Brief detail of change
Jan 21	1.0	Written
June 23	2.0	Updated to include AI guidance
September 2023	3.0	Updating to include the Programme Standards and Practices (IB 2020) Culture requirements

- 1. Introductory Statement**
- 2. Expectations and responsibilities of the school community**
- 3. Roles and Responsibilities**

The Oaks Primary Academy curriculum is delivered within relevant and purposeful contexts, is built upon prior learning, and is designed to be challenging, interesting and motivational to all pupils. We aim to create inquiring, lifelong learners who respect and care for the world they live in and all those who live in it. OPA learners will understand how they are connected to the world in order to take action to improve their own lives, and the lives of local and global communities.

1. Introductory Statement

Academic Integrity is defined by the IB as:

“the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.” (IB 2019)

Oaks Primary Academy is committed to fostering a learning environment where students develop not only academic excellence, but also strong ethical values. Central to this is our commitment to the understanding of academic integrity which encompasses five key fundamentals: honesty, truth, fairness, respect and responsibility.

Through the delivery of the IB PYP, the National Curriculum and our school's commitment to developing the Learner Profile Attributes (LPAs), our aim is to develop independent pupils who model academic integrity. Displaying the LPAs and academic integrity are the ideals that pupils of the International Baccalaureate Primary Years Programme (IB PYP) strive for.

This Academic Integrity policy is intended to guide pupils, staff, parents, and all stakeholders within our school community, in upholding the highest standards of ethical conduct and academic integrity.

2. Expectations and responsibilities of the school community

2.1 Expectations

At Oaks Primary Academy, we value all of our pupils and celebrate the work that they create with their peers and other adults linked to our school community.

The following explores the expectations of our pupils and how this relates to key language of the Learner Profile Attributes used in the PYP and our everyday school language;

- 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. You are an honourable person.
- 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.
- 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.
- Pupils **communicate** if they do not understand why having academic integrity and honesty is important
- Pupils realise that being honest is for their benefit
- At Oaks, we explore honesty using stories and social stories fit for all phases and stages of learning

3. Roles and Responsibilities

3.1 Overview

Oaks Primary Academy offers all pupils support in a positive manner. We praise all aspects of learning and behaviour. 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.

3.2 Artificial Intelligence

It is important to recognise Artificial Intelligence (AI) in education and to be aware of and understand both its strengths and limitations. We must '*adapt and teach students how to use these new tools ethically*'. (IB 2023) Staff must be aware of the existence of AI software and some of their capabilities in order to be able to spot academic misconduct.

Teachers and students should recognise that the same principles, already outlined regarding Academic Integrity, also apply in this context. These include:

- being **knowledgeable** about AI and how it works
- being **principled** about why and how we use it, ensuring we do so in an ethical and legal way
- showing **integrity** by giving credit and showing sources when using Generative AI

If pupils use work generated by AI, (text, images, graphs etc), the work must be clearly credited and referenced (age-appropriately).

3.3 Senior Leadership Team:

The Senior Leadership Team are committed to:

- Working with all stakeholders to establish the academic integrity policy
- Ensuring all stakeholders understand the academic integrity policy and the consequences for engaging in academic misconduct
- Ensuring the academic integrity policy is shared with all stakeholders
- Supporting teachers with relevant professional development on academic integrity
- Keeping central records of situations of academic misconduct

3.4 PYP Coordinator

The PYP coordinator will:

- work with the Senior Leadership team to review the policy with all stakeholders
- ensure staff and pupils have an understanding of the Policy and what it means for learning and teaching at OPA
- ensure the policy is aligned with IB expectations and undergoes policy review

3.5 Teachers

At Oaks Primary Academy, teachers promote academic integrity and training is held by the PYP Coordinator. Teachers have a responsibility to ensure that their pupils are aware of academic integrity in an age-appropriate manner relevant to the learning they do:

Teachers will:

- Demonstrate moral vocabulary by using the vocabulary: responsibility, respect, fairness, trust, honesty.
- Act as role models ensuring that work is referenced
- Refer to the IB Learner Profile Attributes, in particular being 'Principled'
- Model and equip pupils with the essential Approaches to Learning skills: (research, communication, social, self-management and thinking skills)
- Develop effective note-taking skills with pupils (age-appropriate)
- Discuss 'copying and pasting' with pupils

- Provide pupils with clear guidelines on being honest and having integrity
- Pupils will be guided, giving examples of both good and bad practice, asking pupils to re-submit work if necessary.
- Provide pupils with the knowledge and communication skills for working together
- During the stages of the Year 6 Exhibition, pupils will be encouraged to be honest with all their research. Year 6 teachers will extensively go through Academic Integrity and its importance.
- allow pupils to have the opportunity to practise and learn how to use other people's work in support of their own, in an age-appropriate manner.
- design learning tasks that require thinking skills, and pupil creativity and input, that can not be completed by simply copying and pasting information.
- use time during digital lessons and library time to discuss academic integrity in an age-appropriate manner
- ensure that assessments administered are fair and completed with student integrity,
- Define to pupils what it means to cheat and the implications of this on their learning.
- If teachers suspect use of AI they must investigate this and report it to the Academies Digital Lead who can assist them, as there is plagiarism and AI detection softwares out there to help detect academic dishonesty.

3.6 Pupils

At Oaks Primary Academy, we promote the use of knowledge to deepen understanding when learning. The pupils will be able to discuss the learner profile attributes in correlation with their learning. Below includes opportunities that could be given to specific year groups and how academic integrity will be addressed;

EYFS, KS1;

- Activities set out to enhance the pupils prior understanding and knowledge
- Reference to creating own work with reference to the IB learner profiles.
- Asking questions to secure knowledge as well as support new learning.

KS2;

- Present and discuss their learning through the use of portfolios or exhibitions
- Show connections and links between subjects discussing these with peers and adults
- Use questioning to deepen their understanding and knowledge of certain projects or lines of inquiry.

3.6 Group work

At Oaks Primary Academy, we encourage pupils to work individually as well as part of a group to discuss and share ideas and learning. We work collaboratively at OPA: from teachers planning inquiries together to pupil and teacher collaboration. Conferencing is at the heart of everything that we do at Oaks; this can happen individually, with peers or as a whole class. Below are some examples of how this may look in different Year group settings;

EYFS, KS1;

- Ample opportunities for group work to support and develop speaking and listening as well as sharing ideas with others.
- Working in a whole class group to discuss lines of inquiry, recognising contributions and setting up classroom areas.
- Reflections can be set up for pupils to reflect on their own and others' learning
- Conferencing about our learning together to celebrate what we have done and to challenge ourselves and others to always seek to improve our work

KS2;

- pupils will accept responsibility for the contributions they have made whilst working in groups and those of others.
- Setting up the classroom with teachers to promote agency and contribute to whole class discussions.
- Reflecting on and and conferencing about our learning to ensure honesty and integrity

3.7 Digital Citizenship

As a school, we have 1-1 devices for pupils from Year 1 to Year 6. As a school, we have embraced the idea of good Digital Citizenship through our

curriculum and inquiry lessons. We teach pupils how to be responsible and principled in a digital world. We teach specific research skills so pupils can take notes effectively and source/cite the knowledge they have gained from books and the internet. It is important to introduce these ideas in primary school so that pupils are prepared for secondary school.

3.8 Presentation

At Oaks Primary Academy, we thrive on pupils showcasing their learning how they see fit. We provide them with different presentation opportunities such as the use of visual media, digital and hard-copy work, performance, and exploring other ways that pupils enjoy. Below are some examples of how this is seen in different year groups;

EYFS, KS1;

- Pupils are able to record on iPads and share these videos with teachers, other pupils and on Class Dojo
- When learning is shared, pupils are able to reflect, communicate and share their opinions with others.
- Pupils have agency in how they present their work.
- Celebration of pupils' work provides important time for reflection as well as allowing pupils to discuss the learner profile attributes.
- Use different resources to retrieve information needed and present how they have found this information.
- Through our conferencing approach, pupils can explain how they have developed their knowledge and understanding

KS2;

- Pupils use different software to record learning and then evaluate with peers and teachers.
- Pupils use a range of Google Software to present their work: Sites, Slides, Docs, Jamboard.
- Pupils share with others how they have gathered information for the projects or whilst working through the lines of inquiry.
- Pupils have agency over how they present their work.

Creative work

At Oaks Primary Academy, we encourage all pupils to take ownership of their work and creativity, developing their independence. We provide all children with inclusive and open-ended tasks where they are able to produce their best work. Below are some examples of how this may look in different age phases;

EYFS, KS1

- Open-ended tasks and 'I wonder' moments to encourage children to create and develop their independence.
- Support given to pupils to develop their creative projects as well as overcome any challenges they may face.
- Develop creative opportunities where children can put their skills to use in context

KS2

- Pupils to recognise and discuss influences such as artists who have helped them develop their own independent work.
- Home learning is given to pupils to support this independent creativity when working at home. Children can share this learning with family members and have that continued discussion of Learner Profile Attributes.
- pupils should be given ample opportunities to independently solve any problems encountered when creating.

Independent work

At Oaks Primary Academy, we encourage all pupils to work independently in all aspects of learning. We understand that this is a skill that should be taught and developed throughout their lives. Opportunities should be provided during all parts of learning both inside and outside of the classroom, for children to develop their independence and support others to be independent. Below are some examples of what this may look like in different age phases;

EYFS and KS1;

- Pupils will develop their independence by accessing specific areas around the classroom, completing learning challenges, reading independently, completing independent learning tasks and during

their 'inquiry time'.

- Provide pupils with opportunities to explain what has helped them and how.
- Provide pupils with resources that can be accessed independently such as cubes, sounds mats, number lines etc.
- Pupils will be given opportunities to teach other children what they have learnt and therefore sharing and exploring other aspects of learning.

KS2;

- Pupils will be offered opportunities to further develop their independent work through using computers to access learning online independently.
- Pupils are encouraged to seek learning opportunities independently through their class' line of inquiry
- Pupils will be given ample opportunities to explain decisions made during their independent work and share these with others around them.
- Reflect and improve pieces of work by sharing these independently with peers

References:

IB Academic Integrity Policy 2023