



Peninsula East
Primary Academy



LEIGH
Academies Trust

Peninsula East Primary Academy

Academic Honesty Policy

Primary Years Programme

Document title:	Academic Honesty Policy
Version number:	1.6
Policy Status	Approved
Date of Issue	September 2023
Date to be revised	September 2024

Revision Log (last 5 changes)

Date	Version No	Brief detail of change
April 16	1.1	Reviewed in accordance with annual review programme and Appendix A updated
August 17	1.2	Reviewed and amended as part of the annual review programme and amended to reflect the development of the Trust across several local authorities.
August 18	1.3	Reviewed and amended to reflect developments across the Trust.
May 19	1.4	Amended to reflect IB principles and practices
February 23	1.5	Reviewed and amended to include the school's approach on the use of Artificial Intelligence.
September 23	1.6	Updated for new academic year.

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

PYP skills are taught to underpin academic honesty in all IB Programmes, as well as ensuring the understanding of the importance of academic honesty. Displaying academic honesty and the IB Learner profile attributes, are the ideals students of the PYP strive for. Along with this, students are taught a desire to display the PYP attitudes. This also coincides with the academy's mission statement:

At Peninsula East Primary Academy, we are passionate that the children are at the heart of our curriculum and learning opportunities are both innovative and inclusive. It has been carefully designed to enable the depth and breadth of the national curriculum to be explored through the transdisciplinary themes of the IB PYP framework and carefully interleaves the wider range of subjects, ensuring not only a clear sequence of learning but that the children are able to retain key facts and knowledge into their long term memory . A key aspect is to help children develop their understanding of being a Global learner as their international mindedness is developed, and how they can make a positive contribution to their community and the wider society. The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children's spiritual, moral, social and cultural development, ensuring that children are well prepared for life in modern Britain and as Global Citizens. The IB Learner Profiles are an integral part in developing the whole child and are embedded within the ethos and values of our schools. Our children learn through relevant and purposeful contexts, building upon prior learning and our curriculum promotes this by being challenging, engaging and motivating to all pupils, fostering a real thirst for knowledge that we want them to take with them as they move into their secondary schools and beyond.

Primary Years Programme Definition of Academic Honesty:

At Peninsula East Primary Academy, 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.

Accordingly many skills will be touched upon, this includes:

- 1) Reflection upon learning
- 2) Age appropriate research
- 3) Create an inquiry based environment (including intrinsic learning)
- 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. 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.
- Communicate if they do not understand why being academically honest is important
- Realise that being honest is for their benefit

Academy and Teacher responsibilities and expectations

If there are any issues, the Academy will provide pupils with support in a positive manner and parents will be notified. Along with this, teachers need to take into account the learning needs of the pupils. It may be the pupils are struggling to understand the content which could lead to a perception they are committing on-going academic dishonest behaviours could have barriers to their learning.

All teachers will:

- Adhere to the academic honesty 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 honesty 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 being honest
- Refer to the IB Learner Profile and the PYP attitudes
- Equip pupils with essential skills such as research, communication, thinking, self – management, in addition to 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, pupils will be encouraged to be honest with all their research. Year 6 teachers will extensively go through Academic Honesty and its importance.

Guidance on expected behaviours:

This policy was created with a whole school approach. All teachers, specialists and departments were involved with its creation. As such many different definitions and examples of what academic honesty could look like have been put forward. As there are a range of similar expectations we have ranged these into lower primary (EY1 – Yr2) and Upper Primary (Yr3-Yr6). Below are examples of Academic honesty within different contexts and expectations.

Year Groups: EY1, EY2, 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 Honesty that could occur. Either teacher led or student led.	Students will have opportunities to talk about how they learnt about their project. Where their knowledge came from. Show their learning within stages (a cycle of learning, or Kath Murdoch cycle). Teacher can also encourage children to prepare for certain questions for projects. Longitudinal tasks themselves should have elements set up by teachers to allow students to maintain academic honesty. Teacher can also provide examples of how students have	Accepting responsibility for their contribution and recognizing the contributions of others. Setting up classroom areas with each other. Students and teacher encourages participation and class cohesion. Teacher will also give opportunities for 'mini reflections' where students are able to observe each others learning.	Students are able to record on software such as Jamboard/Google applications. They can then critique their learning. Students can also use a Celebration box to record their presentation and use these in reflection time with teachers. Students during their research for presentations let others know where they gathered the information – using the agreed upon methods shown by class teacher. The teacher will also give opportunities where students can	Students can recognize influences which helped them achieve their goal. Each year group has a variety of open ended challenges. Students will use activities such as the chilli challenge or signs of success to show each other creative/new ways around problems. Teachers will encourage independence for tasks.	Students can further develop individual learning by: They will have opportunities to explain the things that have been able to help them achieve their goal. Children will have opportunities to teach

	reached their goals for the project using academic honesty.		also explaining how they learnt about their chosen topic. During reflection they will also have opportunities to show what led their learning.		each other about their learning.
--	---	--	--	--	----------------------------------

Year Groups: Yr3, Yr4, Yr5, Yr6

Approaches to Learning	Self-management, Social, Communication, Thinking and Research Skills				
Activity:	Culminating project (Like summative task)	Group Work	Presentation	Creative work	Independent Work
<p>Examples of the type of Honesty 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 Wonder Walls.</p> <p>Show their learning within stages (a cycle of learning, or Kath Murdoch cycle). Show their learning through their portfolio work (including SeeSaw). Be able to show the connections between subjects and how they linked their knowledge together.</p> <p>Teachers can also encourage students to prepare for certain questions for projects. Longitudinal tasks themselves should have elements set up by teachers to allow</p>	<p>Accepting responsibility for their contribution and recognizing the contributions of others. These can also be recorded. Students can also set up the classroom areas with each other to enable appropriate learning with honesty in mind.</p> <p>Students and teachers encourage participation and class cohesion. Students may also allocate a 'Learning Leader' amongst themselves who can keep track of learning and explaining to others.</p> <p>Teacher will also give opportunities for 'mini reflections' where students are able to</p>	<p>Students are able to record on software such as SeeSaw or Flipgrid. They can then critique their learning.</p> <p>Students can also use a Celebration box to record their presentation and use these in reflection time with teachers.</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. The teacher will also give opportunities where students can also explain how they learnt about their chosen topic.</p>	<p>Students can recognize influences which helped them achieve their goal. Each year group have a variety of open ended challenges. Students will use activities such as the chili challenge or signs of success to show each other creative/new ways around problems.</p> <p>Home Work: Children are encouraged to work independently, parents to help guide with their learning. Teachers are encouraged to give a variety of closed and open type of home learning.</p> <p>Teachers will encourage</p>	<p>Students can further develop individual learning by: Using their Signs of Success Using their Learning Ladders 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 learning journals about learning they find interesting.</p>

	<p>students to maintain academic honesty.</p> <p>Teachers can use “interactive” displays for children to their learning and where they learn information from.</p> <p>Teacher can also provide examples of how students have reached their goals for the project using academic honesty.</p>	<p>observe each other’s learning.</p> <p>Teachers can encourage groups to check with each members about how they have learnt and if they have been honest with their learning.</p>	<p>Peer and self-assessment can be used to determine if academic honesty was upheld.</p> <p>During reflection they will also have opportunities to show what led their learning.</p>	<p>independence for all tasks.</p> <p>Teachers will also encourage inquiry or allow students to follow their interests – this can lead to genuine learning and hence academic honesty.</p>	
--	--	--	--	--	--

Artificial Intelligence

Artificial intelligence (AI) technology refers to computers or machines that are programmed to perform tasks that we traditionally think only humans can do – by mirroring human thoughts and behaviours. These can be used to produce pieces of work from the perspective of a human being, which poses a risk to the authenticity of work that could be produced. It is important that pupils refrain from using Artificial Intelligence, enabling them to develop and optimise their own learning so that they are able to make genuine, personal progress.

At Peninsula East, we promote responsible use of technology that enhances the learning and experiences of each pupil, however, any use of work that has been generated by or edited by an Artificial Intelligence platform would be considered a breach of our Academic Honesty Policy and could result in corresponding consequences.

Consequences of academic misconduct

As mentioned earlier in the policy - the school will provide the students support in a positive manner and parents will be notified. Along with this, teachers need to take into account the learning needs of the students. It may be the students are struggling to understand the content and students who seem to be committing on-going dishonest behaviours could be having academic difficulties. If dishonest behaviours continue, sanctions may be put into place. These may include:

- Reminders of the Academic Honesty Policy
- Resubmission of learning
- Parental guidance/parent conference to understand the importance of academic honesty
- Levelling on reports to reflect the learning that has occurred due to academic dishonesty.
- Incidents of severe misconduct to be kept on record

The school recognizes there are different levels of severity regarding academic honesty. The sanctions will therefore be a reflection of the level of “intent”.