# Eastcote Primary Academy
## Academic Honesty Policy
## Primary Years Programme

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**Revision Log**

| Date | Version No | Brief detail of change |
|---|---|---|
| June 2020 | 1.0 | Changes made from LAT overview document sent by AM. |
| August 2023 | 2.0 | Changes made to detail the use of AI. |

<u>Outline</u>

At Eastcote Primary Academy, PYP skills are taught in order 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 attributes.

At Eastcote 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.

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1. <u>Pupil responsibilities and expectations</u>

1.1 <u>Overview</u>

At Eastcote Primary Academy, we value all of our students and celebrate the work that they create with their peers and other adults in our community, including parents and governors. The following explores the expectations of our students and how this relates to key language used in the PYP;

- 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 (this could include AI generated work), 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 (this could include AI generated work), then you are a person who has **integrity**. You know the difference between what is fair and what is not fair. You are an honorable 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 you do not understand why being academically honest is important
- Realise that being honest is for your benefit
- Explore honesty using stories and social stories fit for all phases and stages of learning
- You will not hand in work that has been generated by another person or system such as artificial intelligence.

2. <u>Academy and teacher responsibilities and expectations</u>

2.1 Overview

At Eastcote Primary Academy, we offer all students support in a positive manner; we continue to 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 honesty behaviours.

2.2 Teacher Considerations

At Eastcote Primary Academy, all staff have expectations and considerations that should be adhered to by all students therefore, not hindering the students' learning. The following should be noted;

- 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
- Provide guidance around the use of AI and ensure pupils know that the IB does not regard any work produced—even only in part—by such tools, to be their own.
- 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.

3. Expected behaviours

3.1 Overview

As Eastcote Primary Academy is part of the Leigh Academies Trust, we have developed a whole trust approach to academic honesty. The below summarises the expectations in each year group with examples of expectations.

3.2 Culminating Projects

At Eastcote Primary Academy, we promote use of knowledge to deepen understanding when creating learning projects. The students will be able to discuss the learner profile attributes in correlation with their learning project. The way culminating projects will look across the year groups will be different depending on the age and stage of the students. The information below includes opportunities that could be given to specific year groups;

EYFS, KS1;
- Activities set out to enhance the students 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.

3.3 Group work

At Eastcote Primary Academy, we encourage students to work individually as well as part of a group to discuss and share ideas and learning. We work collaboratively at EPA from

teachers planning to negotiate the classroom with the students, allowing them agency. 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 students to reflect on their own and others learning

KS2;
- Students 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.

## 3.4 Presentation

At Eastcote Primary Academy, we thrive on students showcasing their learning how they see fit. We provide them with different presentation opportunities, such as use of media, writing, performing, debating and exploring other ways that they enjoy. Where pupils choose to use AI to support their presentations, such as the use of AI generated text, images and graphs, pupils will make it clear that they have used this software using correct referencing. Below are some examples of how this is seen in different year groups;

EYFS, KS1;
- Students are able to record on an iPad and share these videos with teachers and other students.
- When learning is shared, students are able to reflect and share their opinions with others.
- Celebration of students' work gives the students agency as well as allows them to discuss the learner profile attributes.
- Use different resources to retrieve information needed and present how they have found this information.
- Students can explain how they have developed their knowledge.

KS2;
- Students use different software to record learning and then evaluate with peers and teachers.
- Share with others how they have gathered information for the projects, including the use of AI software, or whilst working through the lines of inquiry.
- Give the students voice and choice over what they wish their project to be on.

## 3.5 Creative work

At Eastcote Primary Academy, we encourage all students to take ownership in their work and create in any way they wish, developing their own independence. We provide all children with open-ended tasks where they are able to develop their creative flow and produce the 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 students to develop their creative projects as well as overcome any challenges they may face.
- Develop creative opportunities where children can progress their own skills learnt previously therefore making their creative work better.

KS2
- Students can recognise and discuss influences, such as artists, who have helped them develop their own independent work.
- Home learning is given to students to support this independent creativity when working from home. Children can share this learning with family members and have that continued discussion of Learner Profile Attributes.
- Students should be given ample opportunities to independently solve any problems encountered when creating.

3.6 Independent work

At Eastcote Primary Academy, we encourage all students to work independently in all aspects of learning. We understand that this is a skill that should be taught and developed throughout their learning 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;
- Students will develop their independence by accessing specific areas around the classroom, completing learning challenges, reading independently and completing independent learning tasks,
- Provide students with opportunities to explain what has helped them and how.
- Provide students with supports that can be accessed independently such as cubes, sounds mats, dictionaries etc.
- Students will be given opportunities to teach other children what they have learnt and therefore sharing and exploring other aspects of learning.

KS2;
- Students will be offered opportunities to further develop their independent work such as using computers to access learning online independently.
- Students will be able to use AI Software to support them in their independent learning and work but must make it clear where they have used this.
- Students 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.

4. Considerations and conclusion

As mentioned in this policy, all staff will provide students with a positive attitude towards academic honesty 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 tricky. All staff must ensure that students are aware that the IB does not regard any work produced — even only in part — by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image or graph included in a piece of work, has been copied from such software. The software must be referenced.