Leigh Academy Hugh Christie Academic Honesty Policy

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Education for a better world

Leigh Academy Hugh Christie provides a challenging and rigorous curriculum with knowledge acquisition at its core. Our curriculum is broad and balanced, with a rich variety of subjects allowing students to study widely. The diversity within the curriculum offers stimulating and challenging learning meeting the needs of all our students regardless of background or ability. The learning opportunities are both innovative and inclusive. We have designed a curriculum that not only instils value in the core subjects but also the EBacc and foundation subjects. The curriculum provides opportunities for children to develop as independent, confident and successful learners with high aspirations. Our holistic approach to education ensures that academic success, creativity, problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning and enable them to become well-rounded, global citizens. Through our digital strategy students are able to access the best curricular resources from within the academy and beyond to enhance, support, assess and review their learning at any time for all learners.

This Academic Integrity Policy has been developed to set out the principles and practices applied by Leigh Academy Hugh Christie in the detection and prevention of academic misconduct and malpractice. The document contains details of the academy's academic code of conduct, and outlines situations which would breach these guidelines as well as potential consequences arising from this. Leigh Academy Hugh Christie strives to ensure that its guidelines for academic integrity and its procedures to ensure and enshrine best practice across the academy align with the principles and mission of the International Baccalaureate Middle Years Programme. At Leigh Academy Hugh Christie we place a high value on honesty and integrity, and this extends to all work completed in class and submitted for assessment. Our expectations are set out below. All members of the community need to be aware that we treat academic dishonesty or plagiarism as a very serious matter.

Principles and Practices

The IB Learner Profile is embedded in Leigh Academy Hugh Christie's academic and pastoral curriculum and is integral to the daily life of the academy, underpinning our aims of Academic Excellence - Character - Culture. It is the cornerstone of this policy. Further guidance comes from the IBO publication Academic Honesty: Guidance for Schools, September 2012. In developing the Academy's academic integrity policy we encourage our students to be:

- Inquirers – who acquire the skills necessary to conduct inquiry and research.
- Knowledgeable – who explore concepts, ideas and issues.
- Principled – who act with integrity and honesty, take responsibility for their own actions.
- Open-minded – who are accustomed to seeking and evaluating a range of points of view.
- Risk takers – who are brave and articulate in defending their beliefs.
- Thinkers - exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
- Communicators - understand and express ideas and information confidently and creatively in more than one language and in a variety of modes
- Caring - show empathy, compassion and respect towards the needs and feelings of others.
- Balanced - understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- Reflective - give thoughtful consideration to their own learning and experience.

These qualities, when applied to learning and student work, will establish skills and behaviour, which support good practices to be found in the classroom, used for Independent Learning and continued to examination level. The good practices are expected to be introduced, modelled and implemented throughout the academy. These practices will also be clearly articulated in schemes of work and curriculum maps for the IB MYP.

In terms of academic honesty a key IB learner profile trait is being principled. The International Baccalaureate Organization (IBO) identifies 'Principled' as one of the ten aptitudes that learners should be developing during the course of their education, and defines this as the ability to:

"*act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere [and] take responsibility for...actions and their consequences*" [IBO, Learner Profile, 2013].

As such, the IBO "*upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment*" [Garza, 2014].

Leigh Academy Hugh Christie seeks to enshrine these principles in its practice by ensuring that all members of the school community (including teachers, students and parents) "*understand their shared responsibility in upholding academic honesty [...] openly discuss this topic and share "good practice*" [Garza, 2014].

Academic Misconduct

At Leigh Academy Hugh Christie we place a high value on honesty and integrity, and this extends to work submitted for assessment. Our expectations are set out below. All members of the community need to be aware that we treat academic dishonesty or plagiarism as a very serious matter.

PLAGIARISM The ethics of intellectual property require that students value the ideas of others and properly acknowledge those ideas. Plagiarism can be defined as; 'the practice of taking someone else's work or ideas and passing them off as one's own.' In principle, plagiarism will be unacceptable at all times at LLeigh Academy Hugh Christie. Students are to be encouraged at all times to develop their own thinking and ideas and to reference the ideas of others when needed.

CHEATING Cheating can be defined as; 'act dishonestly or unfairly in order to gain an advantage.' Within the context of Leigh Academy Hugh Christie, academic cheating can be identified as; 'act dishonestly or unfairly in order to gain an advantage.' Within the context of Leigh Academy Hugh Christie, academic cheating can be identified as potential activities on different levels of severity. These could include:

- Basic level: Copying classwork or independent learning
- Medium level: Concealing answers within an internal test and using these.
- High level: Cheating within an external exam. All allegations of cheating would always be investigated and the consequences of such actions would be dealt with by the academy's behaviour policies and if deemed of a very serious nature, by the regulations of the Examinations Boards, JCQ and Ofqual.

COLLUSION

While the IB fosters meaningful collaboration between students and teachers and may have students work in groups, it is important to understand the differences between collaboration, cheating, and collusion. Collaboration is the equal participation and cooperation of members to achieve a goal for the good of all involved. Collusion, however, is working secretly with another individual or with use of an electronic device for a fraudulent purpose. Cheating is using unauthorised answers or sources as one's own to receive credit for schoolwork.

Cheating and collusion include, but are not limited to:

- Using or copying an assignment from someone else and submitting it as one's own;
- Copying a peer's words or work in part or in whole;
- Allowing another student to use or copy an assignment or assessment to submit as his or her own; Looking at another's assessment and submitting the work as one's own;
- Knowingly assisting another student in the act of cheating;
- Discussing test or quiz questions with students who have not yet taken it;
- Taking credit for group members' work in a group assignment where the student did not equally contribute;
- Purchasing another person's work for submission.

CONSEQUENCES

In the first instance, work that is deemed to be academically dishonest will receive zero as a grade, (though the teacher may give some feedback to the student). In addition, the teacher will write a letter to the student's parents outlining the incident and how it has been dealt with. A copy of this letter will be forwarded to the IB programme coordinators.

In the event that there is a second instance of academic dishonesty, the piece of work will receive no marks. In addition, parents will be asked to attend a meeting at the academy with the Director of Learning and the IB Coordinator. This meeting will try to ascertain whether there was a clear attempt to deceive on the part of the student. Based on the meeting's findings, a number of sanctions may be employed, ranging from placing the student on report to a period of suspension/fixed term exclusion. Subsequent instances of academic dishonesty could put the student's place at the academy at risk.

POSSIBLE CONSEQUENCES

Consequences should be considered in relation to a student's age, level of awareness and previous teaching, severity of the incident, intent, background, character history, history of academic honesty, and any other relevant factors. It is at the professional discretion of the teacher, head of department, and any other line managers to decide consequences

Possible consequences include, but are not limited to:
- Detention
- Re-submission of work
- Faculty/ College report
- Isolation
- Receiving a zero for this piece of work
- Exclusion
- Withdrawal from/ failure of the course

STUDENT'S RIGHTS

If a student must attend a Transgression Meeting, s/he is allowed at any stage to have a parent or another teacher attend the meeting with him or her.

STUDENT'S ROLE

The academically honest student:

DOES

- Acknowledge help from parents, older students and friends
- Acknowledge help from teachers and other adults
- Acknowledge the source of direct quotations
- Acknowledge information taken from books and the Internet
- Acknowledge reference materials in a bibliography
- Know what constitutes cheating and abides by the rules
- Follow all exam rules.

DOES NOT

- Use notes during a test unless allowed by a teacher
- Copy from another student during a test
- Copy from the homework of another student
- Hand in work as his/her own that has been copied
- Do homework for another student
- Give another student his/her own work to copy

TEACHER'S ROLE:

Teachers will:

- Attend professional development offered by the school to understand the expectations of Academic Integrity
- Allow students the opportunity to practice and learn how to use other people's work in support of their own, in an age- and skill-appropriate way
- Teach awareness of misconduct and procedures
- Understand that students sometimes make mistakes, and will give students the opportunity to learn from their mistakes
- Report any detected plagiarism or cheating

In a cohesive and comprehensive way, students will receive instruction in:

- Use of the Library and Internet.
- Basic note taking skills.
- Simple paraphrasing and adaptation of source material.
- Ways to acknowledge informally in writing and speech.
- Relevant use of direct quotations and citations.
- Simple ways to acknowledge information derived from electronic sources.
- Writing a bibliography.

- What constitutes cheating?
- What are the outcomes of cheating?

ACADEMY'S ROLE
- Provide professional development for teachers
- Promote parental awareness
- Inform parents of expectations and consequences
- Keep central records of each situation and the consequences to ensure consistency and highlight trends
- Support teachers in administering consequences and penalties

PARENT'S ROLE
- To support students in completing academically honest work
- To support teachers in any consequences stemming from cheating or plagiarism

CITING AND REFERENCING

Leigh Academy Hugh Christie expects all students to include a bibliography citing any materials, both written and digital, that have influenced their work. The academy also expects students to make explicit reference to any ideas from these sources that have been quoted, paraphrased or summarised in their text through the appropriate use of citations and referencing systems.

Leigh Academy Hugh Christie uses the Harvard referencing system for all academic submissions, and further guidance on the application of this system can be found here.

As set out in the document Academic Honesty - From Principles into Practice [Garza, 2014] '...the IBO expects full citations and references for any ideas used other than the author's own, and a complete bibliography listing any source material that was consulted and ultimately influenced the final work.

These could include written or electronic works, examples of which include but are not limited to the following media:

- Visual
- Audio
- Graphic
- Lectures
- Interviews
- Broadcasts
- Maps

Generally, Harvard Reference List citations follow this format:

- Last name, First Initial. (Year published). Title. City: Publisher, Page(s).

Citations are listed in alphabetical order by the author's last name. If there are multiple sources by the same author, then citations are listed in order by the date of publication.

- Dahl, R. (2004). Charlie and the chocolate factory. 6th ed. New York: Knopf. Fitzgerald, F. (2004). The Great Gatsby. New York: Scribner.

More information and examples are available on from Anglia Ruskin University's Referencing Guidance website: https://libweb.anglia.ac.uk/referencing/harvard.htm

USE OF ARTIFICIAL INTELLIGENCE

Artificial intelligence based products, such as ChatGPT, will continue to evolve and be readily available to students and staff around the world. At Leigh Academy Hugh Christie we strive to incorporate digital tools within our work and the work of our pupils and also uphold the principles of academic integrity.

AI currently exists in many digital tools and software. LAT will only ask its staff and students to use these tools when they have been approved and are part of the LAT Digital Toolkit. As the use of AI develops, the following must be considered:

Teachers:
- Teachers must be aware of the existence of AI software and some of their capabilities in order to be able to spot academic misconduct.
- Teachers must discuss the use of AI when assigning work that students might seek support from and set boundaries for what is and is not acceptable to use from an AI software, e.g. "when writing this article, you may use AI to help you create a catchy headline but you cannot use it to write the whole article."
- 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

Students:
- Students must highlight which aspects of the work were helped by AI software.
- If using AI software, students cannot copy and paste results and present this as their own work, they must cite their sources and paraphrase work in their own words.

Use of Artificial Intelligence (AI) in Assessments: Safeguarding the Integrity of Qualifications. Guidance from the Joint Council for Qualifications (JCQ)

The JCQ guidance on the use of Artificial Intelligence in assessments is intended to equip educators and assessors involved in the delivery of JCQ qualifications with the necessary information to effectively manage AI usage within assessments.

Update: February 2024 for teachers and assessors

The JCQ AI Use in Assessments guidance has been updated.

The purpose of this guidance is to support both students and educators in the successful completion of NEAs, coursework, and other internal assessments. These assessments offer students the opportunity to demonstrate competencies that cannot be evaluated through examinations.

This article outlines the enhancements made to the guidance in this latest version, along with the rationale behind these improvements.

Staff guidance

Student guidance