

“building ambition;inspiring pride”



ACADEMIC HONESTY POLICY

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Our Vision for Learning:

Through our vision of “building ambition; inspiring pride”, we aim to help young people develop into well educated, considerate and caring citizens with a strong sense of values, who will achieve academic success and always aim high so as to seize the opportunities that life offers. Our ambition is to ensure outstanding achievement and progress, raise aspirations and maximise potential. Teaching and Learning is the core business at Strood Academy and will inspire learners to achieve. We want every single student to aspire and excel and expect every teacher to develop outstanding practice. Students of all abilities at Strood Academy will be given equal opportunities to learn in order to achieve their full potential. Teaching and Learning will be creative with a regular emphasis on student led and collaborative learning as well as independent study skills. Varied teaching methods and strategies will be used effectively and appropriately within the different subject areas.

Our values are:

Be Respectful
Be Ambitious
Be Resilient
Be Collaborative
Be Proud

Our purpose is to:

- nurture students' aspirations and build resilience within an environment of tolerance, respect and empathy;
- shape leaders within a global community
- develop and celebrate knowledgeable and inquiring minds to promote lifelong learning and;
- help young people develop into well educated, considerate and caring citizens

Our principles of learning are to:

- provide a safe, stimulating learning environment for all students and teachers;
- provide high quality teaching and learning in a supportive and caring environment to develop the potential of each learner:
- enable students to achieve their full potential by learning in a variety of ways and through challenging learning experiences;
- provide a broad, balanced and relevant curriculum in line with the MYP and exam board specifications in KS4 that will motivate, engage and challenge students while also equipping them with the skills required on leaving school;
- set high expectations for all students in order to raise their aspirations;

BACKGROUND and RATIONALE

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].

The IB Learner Profile is embedded at Strood Academy and is integral to the daily life of the academy. It is the cornerstone to this policy. Further guidance comes from the IBO publication *Academic Honesty: Guidance for Schools*, September 2012. In developing the Academy’s academic honesty

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policy we encourage our students to show integrity in research methods and developing ideas, as well as 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

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 used throughout the academy. These practices will also be clearly articulated in schemes of work and curriculum maps for the IBCP, IBMYP and vocational courses.

The Academy aims to be an outstanding, inclusive learning community where everyone feels safe and valued. We aim to develop inquiring, knowledgeable and caring young people who show empathy to help to create a better more peaceful world through intercultural understanding and respect, recognising that other people with their differences can also be right. We believe that honesty is integral to positive relationships of all kinds, and crucial to academic and vocational success for all young people and stakeholders within the academy

At Strood Academy 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.

This policy and academic integrity and expectations will be shared with staff, MYP candidates and parents/carers. IBMYP teachers will use appropriate means to ensure that work is, to the best of their knowledge, the candidate’s authentic work. The following guidance is taken from Middle Years Programme Assessment procedures (2019) and MYp: From Principles to Practice (2014/15).

Academic Misconduct

Academic misconduct can occur in a number of ways outlined below:

PLAGIARISM

Plagiarism is defined as “the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit knowledge” (IB, 2018). Oxford English dictionary defines plagiarism as; ‘the practice of taking someone else's work or ideas and passing them off as one's own.’

Coursework and assessments provide students with the opportunity to take part and complete independent inquiry and research into a topic. The research students do will involve looking for information in published sources such as textbooks, encyclopaedias, journals, TV, radio and the World Wide Web (WWW).

Students must acknowledge the source at the point of use, using standard style of in-text citation and referencing adding the source to the bibliography. This includes direct quotation, paraphrasing or summarizing. (Guidance will be provided on how this is done)

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Students are encouraged at all times to develop their own thinking and ideas and to reference the ideas of others when needed. In principle, plagiarism will be unacceptable at all times at Strood Academy and failure to acknowledge a source will be investigated as a potential breach by the academy.

COLLUSION

Students are expected to present assessments in their own words and acknowledge the words or ideas of others where collaboration has occurred. While group work is a key element in certain subjects, collusion occurs when this goes beyond collaboration, for example, when a single version of a report is presented by a number of candidates as their own work.

CHEATING

Cheating can be defined as a student acting dishonestly or unfairly in order to gain an advantage. Within the context of Strood Academy, academic cheating can be identified as potential activities on different levels of severity. These could include copying classwork or independent learning , concealing answers within an internal test and using these and 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.

Other forms of Academic misconduct include:

- duplicating work to meet the requirements of more than one assessment component
- falsification or inventing fictitious data for an assignment
- disruption of an examination by act of misconduct, such as distracting another candidate or creating a disturbance
- exchanging, supporting or attempting to support the passing on of information that is or could be related to the examination
(IB, 2018 Page 19)

Academic Honesty & Authentication

Role of the Principal and Senior Leadership Team

- Working with stakeholders to establish an academic honesty policy
- Ensuring that all stakeholders understand academic honesty and the consequences for IB students if they engage in academic misconduct
- Ensuring that the academic honesty policy is shared with and adhered to by all stakeholders, including parents and students
- Providing teachers and other adults with relevant professional development and guidance on academic honesty.

Role of the IB MYP/ CP Coordinator/ Lead teachers

- Issue, collect and store signed copies of the ‘Academic Honesty Agreement’ Form
- Provide professional development for teachers - work with departments to develop their Approaches to Learning (ATL) map and ensure that all students in their

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programme have a thorough and deep understanding of the key terms which pertain to comprehending academic honesty

- Provide teacher training to ensure that all faculty members are able to teach students how to use the referencing and bibliography tools
- 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

Role of the Teachers

It is the responsibility of the MYP teachers to ensure all candidates understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property.

Teachers will support students in preparing their work assessment and ensure that all work complies with the requirements of the unit. Teachers are well placed to judge where a student's work is authentic and will provide ongoing support and guidance to help with early detection of plagiarism and dissuade/guide students from deliberately copying another person's work without acknowledgement.

Where collaboration between students is allowed, the difference between collaboration and collusion will be made clear to the students and students will present the work in their own words and acknowledge the work of others.

Teachers will:

- Use guidance provided by the academy to understand the expectations of Academic Honesty and seek additional support if required
- 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 academic misconduct and what are the possible outcomes

THE ROLE OF THE LEARNING RESOURCES (LRC) MANAGER

In developing and implementing the principles of Academic Honesty in the MYP the LRC Manager is responsible for:

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- Encouraging students to be honest, responsible citizens by instilling the principles of academic honesty through modelling, coaching and good practice on a daily basis during their interactions with students
- Ensuring that any subscriptions to software applications designed to ensure academic honesty are up-to-date and maintained
- Working with students to ensure that they understand the requirements of the approved referencing conventions
- Taking appropriate action in dealing with instances of academic misconduct as detailed in this policy

Role of the Student

Students will be provided with support on how to be academically honest within their learning. For BTEC vocational courses, students will complete an authentication form and sign this as evidence that the work is their own and they have acknowledged the work of others.

All students will be expected to sign the Academic Honesty Code of Conduct every term in recognition that they understand the expectations set out by the academy.

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.

A PARENT'S ROLE

- To support students in completing academically honest work
- To support teachers in any consequences stemming from cheating or plagiarism
- 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.

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Dealing with Academic Misconduct

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 line managers to decide consequences. It is at the professional discretion of the teacher, head of department, and any other line managers to decide consequences. The onus of detecting plagiarism in a submitted piece of coursework or assessments lies with members of the teaching staff. Where a member of staff suspects that deliberate plagiarism has occurred, they need to inform their subject leader to establish the most appropriate way to proceed. The following procedure will be used as a guideline:

- The student will be informed verbally by the teacher of the possible infringement
- The student will be given the opportunity to make a verbal representation
- If the student admits academic dishonesty, the work will be discarded and they will have the opportunity to submit that piece of work again/complete the assessment again
- If the student does not admit plagiarism, the piece of work will be remarked by the Faculty/Curriculum Leader. If plagiarism is not confirmed, the procedure is ended and a report made by the member of staff which will be filed.
- If academic dishonesty is confirmed, an appropriate consequence will be determined which will reflect the extent of the dishonesty and work will be resubmitted
- Any other students involved in this academic dishonesty will also have their work investigated and appropriate measures taken

In any instance where work is deemed to be academically dishonesty:

- Students will receive a zero as a grade, (though the teacher may give some feedback to the student).
- The teacher will write a letter to the student’s parents/carers outlining the incident and how it has been dealt with. A copy of this letter will be forwarded to the IB programme coordinators or Vocational Leader (Quality Nominee)

In the event that there is a second instance of academic dishonesty,

- the piece of work will receive no marks.
- parents will be asked to attend a meeting at the academy with the Faculty or Curriculum Leader and the IB Coordinator/Quality Nominee (for vocational courses). 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 actions may be employed, ranging from:

1. supporting the students in developing their knowledge around academic dishonesty and how to prevent this
2. placing the student on report to a period of fixed term exclusion.

Subsequent instances of academic dishonesty could put at risk the student’s place at the academy.

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Possible consequences to students could also include, but are not limited to:

1. disqualified from that unit for that exam series
2. disqualified from the whole subject for that exam series
3. disqualified from all subjects and barred from entering again for a period of time
4. being given a detention
5. re-submitting work
6. Faculty/ College report
7. Isolation
8. receiving a zero for this piece of work
9. withdrawal from/ failure of the course

Academic Honesty Expectations

Acknowledging other people's work - REFERENCING

Strood Academy will use the Harvard Referencing system. Students and staff will take part in workshops run by the librarian that will demonstrate how the Harvard referencing system will be used. This will then be re-enforced through effective teaching and learning within lessons and pastoral programmes.

From Citethisforme.com

Harvard is a style of referencing, primarily used by university students, to cite information sources.

Two types of citations are included:

1. **In-text citations** are used when directly quoting or paraphrasing a source. They are located in the body of the work and contain a fragment of the full citation.

Depending on the source type, some Harvard Reference in-text citations may look something like this:

"After that I lived like a young rajah in all the capitals of Europe..." (**Fitzgerald, 2004**).

2. **Reference Lists** are located at the end of the work and display full citations for sources used in the assignment.

Reference lists are created to allow readers to locate original sources themselves. Each citation in a reference list includes various pieces of information including the:

1. Name of the author(s)
2. Year published
3. Title
4. City published
5. Publisher
6. Pages used

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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.

Bibliography

Middle Years Programme Assessment procedures (2019). International Baccalaureate Organisation

MYP: From Principles to Practice (2014) International Baccalaureate Organization. IBO (UK) LTD Switzerland.

Anglia Ruskin University Referencing Guidance

<https://libweb.anglia.ac.uk/referencing/harvard.htm>