Belair Primary School Academic Integrity Policy

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NOTES:		

Academic Integrity Policy

Rationale

Academic integrity ensures that work produced is a true reflection of a student's personal achievement and that any work referred to is appropriately acknowledged. It is not just about students following a set of rules, but engaging with ethical behaviour and becoming responsible global citizens.

Aim

Academic integrity is developed throughout a student's time in the PYP to then be carried forward into subsequent schooling and beyond. Students develop skills to appropriately communicate their own understandings and reference other's work where appropriate.

Student responsibilities

- consistently demonstrate own knowledge and understanding
- appropriately acknowledge others' work
- contribute to group tasks when working collaboratively

Teacher responsibilities

- develop students' Approaches to Learning skills and Learner Profile attributes through explicit teaching and learning
- provide clear criteria, examples and guidance to students to support understanding and development of academic integrity, including a component on assessment rubrics
- connect academic integrity to digital learning agreements
- model academic integrity, including acknowledging sources, when creating and using resources
- use resources in the classroom to support academic integrity

Parent/Carer responsibilities

- support students to enact Academic Integrity Policy including accurately acknowledging sources of information
- understand and model academic integrity
- understand tools for checking for plagiarism
- become familiar with and support Academic Integrity Policy

What academic integrity looks like across the school

R-2	• Ability to be a risk taker when completing independent tasks and fair contribution to group tasks • Development of principled behaviour (i.e. understanding that it is not acceptable to steal) • Ability to describe ethical concepts such as right and wrong, honesty in a range of contexts • Recognition of ownership of products including digital products and explore how they can be misused • Exploration of how information can be researched and communicated in a variety of ways (i.e. observation, books, videos)
Year 3/4	• Development of research skills, including effective note taking • Development of thinking skills to draw conclusions from research • Identification of ethical concepts such as equality • Discussion about actions taken in a range of contexts that include an ethical dimension • Begin to acknowledge sources of information in their work
Year 5/6	• Development of research skills including effective note taking • Development of thinking skills to draw conclusions from research • Use both primary and secondary sources to research information • Use of Harvard style referencing to acknowledge sources of work, supported by websites such as 'Cite this for me' https://www.citethisforme.com/ • Development of consistency between rights and responsibilities when utilising others work through different mediums (e.g. online, books etc.) • Address an academic integrity component in assessment rubrics

Consequences for breaching academic integrity policy

As with all skills we acknowledge that errors may be made. In the event that work produced is not the student's own work or sources have not been accurately referenced teachers will:

• speak to student about their concerns
• reinforce the importance of academic integrity
• reteach appropriate skills
• monitor student progress

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