



Academic Honesty Policy
Primary Years Programme – EISJ

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

PYP skills are taught to underpin academic honesty in the MYP and DP, 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 schools mission statement: We offer a broad international IB education, in English, designed for local and expatriate students, which promotes excellence in all academic activities. It is our mission to enhance the educational, personal and physical development of our students, encouraging them to think critically and creatively in preparation for the next stage of their education. EIS–Jumeirah provides a safe yet challenging environment which develops in our students an intercultural sensitivity and responsibility towards the people and environment of our local and global community.

Primary Years Programme Definition of Academic Honesty:

At Emirates International School – Jumeirah, we aim to graduate independent students who act upon the attributes of the 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 students can manage their learning and self-correct themselves.

Student 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 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 they do not understand why being academically honest is important
- Realize that being honest is for their benefit

School and Teacher responsibilities and expectations

If there are any issues, the School will provide the students 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 students. It may be the students are struggling to understand the content and students who seem to be committing on-going dishonest behaviors could be having academic difficulties.

All teachers will:

- Adhere to the academic honesty policy both in their own planning and teaching and also in the students' work
- Inform students of the consequences for academic dishonesty
- Display posters related to academic honesty in form-room
- Provide guidance and information to students on how to deal with issues such as copying and pasting
- Provide students with clear guidelines on being honest
- Refer to the IB Learner Profile and the PYP attitudes
- Equip the students with essential skills such as research, communication, thinking, self – management, in addition to social skills.
- Students 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, students 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 behaviors:

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 in to 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 SeeSaw. 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: Using Brainstars Rainbow challenge – children track themselves. Celebration box – this will help them reflect and understand their learning ladders/rubrics. 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.
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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>	
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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 behaviors could be having academic difficulties. If dishonest behaviors continue, sanctions may be put in to 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”.