



Leigh Academy Molehill Academic Integrity Policy

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Date	Version No	Brief detail of change

As a multicampus network of academies following the IB PYP framework, we are dedicated to fostering a culture of academic integrity across all our schools. While we share a common vision of promoting honesty, fairness, and respect in learning, we recognise that each academy operates within its own context, with its unique student population and community values. Therefore, while the core principles of academic integrity remain consistent, each academy adapts the policy to best suit its local needs. Our goal is to ensure that all students understand the importance of academic integrity and contribute to an environment of trust, accountability, and respect.

Rationale of the Academy Integrity in the Primary Years Programme (PYP)

PYP skills are taught 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 attitudes. This also coincides with the academy's mission statement:

At Molehill, this statement is at the heart of what we do alongside the International Baccalaureate mission statement, ***“develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”***

Primary Years Programme Definition of Academic Integrity:

At Molehill 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.

3. Roles and Responsibilities

3.1 Overview

Molehill Primary Academy offers all pupils support in a positive manner. We 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 integrity behaviours.

Senior Leadership Team:

The Senior Leadership Team are committed to:

- Working with all stakeholders to establish the academic integrity policy
- Ensuring all stakeholders understand the academic integrity policy and the consequences for engaging in academic misconduct
- Ensuring the academic integrity policy is shared with all stakeholders
- Supporting teachers with relevant professional development on academic integrity
- Keeping central records of situations of academic misconduct

PYP Coordinator

The PYP coordinator will:

- work with the Senior Leadership team to review the policy with all stakeholders
- ensure staff and pupils have an understanding of the Policy and what it means for learning and teaching at MPA
- ensure the policy is aligned with IB expectations and undergoes policy review

Teachers

At Molehill Primary Academy, teachers will have access to the academic integrity policy and training will be held by the PYP Coordinator. Teachers have a responsibility to ensure that their pupils are aware of academic integrity in an age-appropriate manner relevant to the learning they do:

Teachers will:

- Act as role models ensuring that any work is referenced
- Model how to research and reference
- Discuss 'copying and pasting' with pupils.
- Provide pupils with the knowledge and communication skills for working together
- Develop effective note-taking skills with pupils (age-appropriate)
- Provide pupils with clear guidelines on being honest and having integrity
- Refer to the IB Learner Profile Attributes, in particular being 'Principled'
- 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 pupils to re-submit work if necessary.
- During the stages of the Year 6 Exhibition, pupils will be encouraged to be honest with all their research. Year 6 teachers will extensively go through Academic Integrity and its importance.
- Teachers will allow pupils to have the opportunity to practise and learn how to use other people's work in support of their own, in an age-appropriate manner.
- Teachers design learning tasks that require thinking skills, and pupil creativity and input, that can not be completed by simply copying and pasting information.

We have recently seen an increase in the use of Artificial Intelligence (AI) in education and recognise the utmost importance that we are aware of and understand both its strengths and limitations. Teachers and students should recognise that the same principles already outlined regarding Academic Integrity also apply in this context. This includes:

- being **knowledgeable** about AI and how it works
- being **principled** about why and how we use it, ensuring we do so in an ethical and legal way
- showing **integrity** by giving credit and showing sources when using Generative AI

Pupils

At Molehill Primary Academy, we promote the use of knowledge to deepen

understanding when learning. The pupils will be able to discuss the learner profile attributes in correlation with their learning. Below includes opportunities that could be given to specific year groups and how academic integrity will be addressed;

EYFS, KS1;

- Activities set out to enhance the pupils 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.

Pupils and Group work

At Molehill Primary Academy, we encourage pupils to work individually as well as part of a group to discuss and share ideas and learning. We work collaboratively at MPA from teachers planning inquiries together to pupil and teacher collaboration on inquiries. Conferencing is at the heart of everything that we do at Oaks, and this can happen individually, with peers or as a whole class.

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 pupils to reflect on their own and others' learning
- Conferencing about our learning together to celebrate what we have done and to challenge ourselves and others to always seek to improve our work

KS2;

- pupils 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.
- Reflecting on and and conferencing about our learning to ensure honesty and integrity

Presentation

At Molehill Primary Academy, we thrive on pupils showcasing their learning how they see fit. We provide them with different presentation opportunities such as the use of visual media, digital and hard-copy work, performance, and

exploring other ways that pupils enjoy. Below are some examples of how this is seen in different year groups;

EYFS, KS1;

- pupils are able to record on iPads and share these videos with teachers, other pupils and on their Google Classrooms or Drive.
- When learning is shared, pupils are able to reflect, communicate and share their opinions with others.
- pupils have agency in how they present their work.
- Celebration of pupils' work provides important time for reflection as well as allowing pupils to discuss the learner profile attributes.
- Use different resources to retrieve information needed and present how they have found this information.
- Through our conferencing approach, pupils can explain how they have developed their knowledge and understanding

KS2;

- pupils use different software to record learning and then evaluate with peers and teachers.
- Pupils use a range of Google Software to present their work: Sites, Slides, Docs, Jamboard.
- Pupils share with others how they have gathered information for the projects or whilst working through the lines of inquiry.
- pupils have agency over how they present their work.

Creative work

At Molehill Primary Academy, we encourage all pupils to take ownership of their work and creativity, developing their independence. We provide all children with inclusive and open-ended tasks where they are able to develop their creativity and produce their 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 pupils to develop their creative projects as well as overcome any challenges they may face.
- Develop creative opportunities where children can put their skills to use in context

KS2

- pupils to recognise and discuss influences such as artists who have helped them develop their own independent work.
- Home learning is given to pupils 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.
- pupils should be given ample opportunities to independently solve any problems encountered when creating.

Independent work

At Molehill Primary Academy, we encourage all pupils to work independently in all aspects of learning. We understand that this is a skill that should be taught and developed throughout their 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;

- pupils will develop their independence by accessing specific areas around the classroom, completing learning challenges, reading independently, completing independent learning tasks and during their 'inquiry time'.
- Provide pupils with opportunities to explain what has helped them and how.
- Provide pupils with resources that can be accessed independently such as cubes, sounds mats, number lines etc.
- pupils will be given opportunities to teach other children what they have learnt and therefore sharing and exploring other aspects of learning.

KS2;

- pupils will be offered opportunities to further develop their independent work through using computers to access learning online independently.
- Pupils are encouraged to seek learning opportunities independently through their class' line of inquiry
- pupils 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

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). Teachers 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 teachers encourage participation and class cohesion. Teachers will also give opportunities for 'mini reflections' where students are able to observe each other's 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 the class teacher. The teacher will also give opportunities where students can also explain how they learnt about their chosen topic. During reflection	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 each other about learning.

	Reached their goals for the project using academic honesty.		they will also be able to show what they have learned.		
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