

## OPIS Academic Honesty Policy

OPIS Academic Honesty Policy aims to ensure that the school procedures are transparent, fair and consistent and that students, teachers and parents are aware of the necessary practices required to complete authentic original work that is honestly credited where necessary. It describes the rights and responsibilities of all members of the school community, students, teachers, administration and parents, so that everyone is aware of what acceptable practice looks like and the type of actions to be taken if it is not adhered to.

### What is OPIS understanding of Academic Honesty?

Academic honesty is a fundamental practice where students accept responsibility and ownership of the work produced by them. Inherent in this is a respect for original authors and intellectual property. The **Learner Profile** attributes are the basis for the development of academic integrity in our students as they showcase their ability to be **Thinkers, Inquirers, and Principled** learners.

- Students take responsibility for their own work.
- Students acknowledge that working collaboratively helps them construct new knowledge and develop new skills, and give credit to other people working in the group.
- Students recognize the difference between individual work and group work.
- Students do not copy other people's work.
- Students reference sources according to agreed-upon (age-appropriate) bibliographic formats for each grade.
- Students use information technology and library resources responsibly.

To achieve this, academic staff must teach, model and guide students in developing the skills needed to create original works (e.g. paraphrase, note-taking, using graphic organisers and mind maps to organise ideas and/or information, referencing, etc.).

### What is considered academic dishonesty?

We understand that certain conditions of academic dishonesty may not always be deliberate, therefore it is vital that the whole community is aware of what constitutes 'dishonesty' in their academic terms as well as the consequences it entails.

Academic dishonesty and misconduct can take a number of forms:

1. *Plagiarism*: copying work, information, data without acknowledging or referencing the author and/or source where the information was taken from (e.g. copying and pasting information), including the inappropriate use of AI chatbots (e.g., ChatGPT).
2. *Copying*: taking or copying parts of the work of another student, with or without their permission or knowledge, and submitting it as original.



3. *Exam cheating*: such as communicating during an exam or bringing unauthorised materials into an exam such that would benefit the result of the said exam (Arabic exams PYP 5 upwards; MYP eAssessment)
4. *Duplication*: Submitting work previously done for another assessment, unit or subject (e.g., duplicating and submitting an assignment that has been submitted by the student previously).
5. *Falsifying data*: creating or manipulating data, which has not been collected in the prescribed manner, to the students' advantage.
6. *Collusion*: receiving help either internally or externally that can lead the student to benefit in an assessment due to work that was not fully produced by the student. This includes assignments completed at home where parents, siblings and/or tutors redo the student's work or provide an unreasonable amount of assistance, giving the student an unfair advantage.

It is important to differentiate between copying or collusion, and collaboration or group work. First and foremost, students must follow the instructions provided by their teachers for the task at hand. If the task allows or calls for collaborative group work, then students sharing ideas and helping support each other does not represent academic misconduct. If, on the other hand, the task calls for individual work only, then any type of collaboration will likely be inappropriate. Regardless of the situation, students should never attempt to present the work of others as if it were their own; they should always acknowledge the sources and/or original authors of any work.

**At OPIS, we encourage academic honesty in the following ways:**

**PYP teachers:**

- Create inquiry-based assessment tasks that rely on a student's creativity and application of skills rather than mere fact collection.
  - Design assessment criteria that value and reward the process of learning rather than only the final product.
  - Acknowledge colleagues work and information taken from a variety of sources when developing their own teaching resources.
  - Discuss plagiarism.
  - Teach students to reflect on what they have written so that they have the chance to realise if they have plagiarised.
  - Model academic honesty practices in their daily teaching.
  - Discuss the meaning of appropriate help regularly with parents.
  - Make clear what will happen if submitted work is not the student's own work as well as strategies used to check the originality of the work.
  - Monitor student work.
  - Teach referencing and create awareness of formal ways to acknowledge the work of others:
- ❖ *EYS and PYP1: Teachers acknowledge authors and sources (model) to help them develop an understanding that everyone has different ideas and that is okay (no need to copy).*
- ❖ *PYP2: Teachers acknowledge authors and sources (model) and elicit the same approach from students through verbal discussions.*



- ❖ **PYP3:** Students identify key ideas and supporting details related to short texts, use bullet points to note down their ideas, and use their noted ideas to paraphrase information verbally and in writing.
- ❖ **PYP 4:** Students explore a variety of note taking strategies and further practise the skills needed to paraphrase; students are introduced to referencing (source, date and author).
- ❖ **PYP 5:** Students are taught how to synthesise ideas and write summaries; learn the difference between a reference list and a bibliography, and create reference lists that include author, source, date, and title.
- ❖ **PYP 6:** Students are introduced to both in text citation and referencing in full at the beginning of the year and work up to using the full Harvard referencing system by the time of PYP Exhibition.

### **MYP teachers:**

- Ensure that students read and understand Academic Honesty Policy by explicitly walking through specific sections, holding classroom discussions, and by making copy of Policy available digitally to students.
- Emphasise Academic Honesty Policy during discussion and review of Essential Agreements at the beginning of each academic year.
- Teach formal citation (MLA referencing system).
- Provide students with MLA referencing examples and tools (see Resources section).
- Incorporate Approaches to Learning skills of information literacy, problem-solving and self-management in the teaching and learning process.
- Provide task-specific clarification of assessment requirements and break down instructions into smaller steps to communicate expectations and ensure students know what they have to do and the way they have to do it.
- Engage students in an open discussion of the appropriate use of AI chatbots (e.g., ChatGPT) regarding the above-listed forms of academic dishonesty and misconduct.
- Monitor student work.

### **Senior Leadership Team:**

- Makes the Academic Honesty Policy accessible to the whole school community.
- Provides training to staff as needed.
- Ensures that policy is reviewed and procedures improved as needed.
- Ensures that the system of consequences stated in this policy is understood by the parent community and applied in order to support student growth.

### **Student responsibilities:**

- Read OPIS Academic Honesty Policy and ask questions if something is not clear.
- Avoid any situations that might contribute to cheating or plagiarism.
- Acknowledge help and resources used.
- Use sources in the prescribed manner, citing as necessary in the correct form.
- Avoid plagiarism by using quotation marks for statements taken from others, and by acknowledging information and ideas borrowed from any source.



- Avoid copy/pasting of text into a document which is offered as an original.
- Avoid allowing others to use their work for submission.
- Make your work personal and write using your own “voice”.
- Allow yourself time to do the work properly.
- Ask when unsure about any situation.

### Parent and guardian responsibilities:

- Read the OPIS Academic Honesty Policy and be aware of its expectations and consequences.
- Follow the values and principles stated in this policy.
- Review OPIS Academic Honesty Policy with their child annually (PYP 5 onwards).
- Encourage their child to adhere to the Policy while working at home.
- Support the consequences and, if necessary, attend meetings at school if the Academic Honesty Policy has been violated.
- Encourage and help their child to work independently.
- Understand that guiding or helping their child with school work **is not doing the work for them**, and that this impacts their child’s learning development as well as the teachers’ ability to plan tasks that are appropriate for the child’s developmental stage.
- Encourage their child to ask teachers for advice if they are having difficulties with their work.
- Contact the teacher if their child is not able to complete the work assigned at home, so the teacher can suggest strategies to support their child’s development.
- Help their child manage his or her schedule with academics and extracurricular activities.

**Students who join the school with language needs:** Students are expected to follow the Academic Honesty Policy with the support and guidance of teachers through differentiation strategies, including language support sessions and technology that allows them to overcome the language barrier in order to access the curriculum. Students whose English or Arabic language does not allow them to fully access the curriculum are allowed to use translation tools and their mother tongue to participate in class and complete assignments. Paraphrasing and summarising is not an expectation for these students until they develop a level of English/Arabic that allows them to do so. In such situations, however, students are still expected to systematically acknowledge sources and/or authors.

**Monitoring student work:** Classroom and subject teachers take the lead in monitoring the academic integrity of student work. Student formative and summative assessment over the course of a term, year and/or programme give teachers an up-to-date understanding of that student’s “voice”; the range of tone, style, structure and vocabulary typically present in their work. Assessments inform teachers of student knowledge and skills development in the areas covered by each subject. Additionally, the use of Google Classroom and Google Docs allow teachers to monitor student progress during individual assignments. Student work that diverges considerably from assessment-informed expectations may be flagged and require further investigation. Suspicion of academic dishonesty and misconduct arising when student work is exchanged during assessment standardisation procedures will likewise be investigated. All student work that is suspected of any of the forms of academic dishonesty and misconduct included above will be investigated by the teacher(s) that flagged the work in question. Investigation of suspected academic dishonesty and misconduct may include direct discussion with the



student(s) in question, consultation with colleagues and/or the Programme Coordinator, the use of plagiarism-checking software and/or other technology. All identified instances of academic dishonesty and misconduct will be addressed according to the procedures laid out in the Consequences section of the current Policy.

### Consequences of academic dishonesty and misconduct (Grades 5 and up):

#### PYP section

Teachers are encouraged to always discuss the work with the student to try to understand what happened: Was it accidental? Did the student realise they were plagiarising?

**First incident:** Students have the opportunity to redo the work and receive feedback.

1. The teacher leads a reflection session with the student.
2. PYP coordinator is informed.
3. Parents informed.

**Second incident:** Students have the opportunity to redo the work.

1. PYP coordinator is informed and leads a reflection session.
2. Parents notified.
3. Students sign a formal letter of commitment about future conduct.

**Third incident:** Students will not have the opportunity to complete the work, affecting their term grade.

1. A conference including parents, teacher, student, PYP Coordinator, and Head of School will take place to discuss the academic misconduct and how to avoid it in the future.
2. Individual Development Plan (IDP) will be put in place with clear targets to support the development of academic honesty.
3. The PYP Coordinator will make a written record which will remain on the student's permanent file for a duration of two years.

#### MYP section

**Single incident:** The student will be given an opportunity to redo the assignment, receive feedback and be awarded a grade.

1. The teacher will notify parents of the incident and inform the MYP coordinator.
2. The student will be allowed to redo the assignment within a timeframe given by the teacher. If the student does not meet the deadline, he/she will still be required to complete the task but will receive a ZERO for the assignment grade.



**Second offence:** The student will be required to redo the assignment and will receive feedback, but will receive a ZERO for the assignment grade.

1. The MYP Coordinator will notify parents of the incident.
2. The MYP Coordinator will meet with the student and the teacher to discuss the incident.
3. The student will be required to redo the assignment within a timeframe given by the teacher.
4. The student will receive feedback on the assignment, once completed, but a ZERO for the assignment grade.
5. The student will sign a formal letter of commitment about future conduct.

**Third offence:** The student will be required to redo the work and will receive feedback, but will receive a ZERO for the assignment grade.

1. A conference including parents, teacher, student, MYP Coordinator, and Head of School will take place to discuss the academic misconduct and how to avoid it in the future.
2. The student will be required to redo the assignment within a timeframe given by the teacher.
3. The student will receive feedback on the assignment, once completed, but a ZERO for the assignment grade.
4. Individual Development Plan (IDP) will be put in place for the student with clear targets to support the development of academic honesty.
5. The MYP Coordinator will make a written record which will remain on the student's permanent file for a duration of two years.

### Resources to support academic honesty at OPIS

#### Technology used to check student work:

- Google Docs - document history
- Google Docs - integrated plagiarism checker
- Plagium - plagiarism checker (<https://www.plagium.com/en/plagiarismchecker>)

#### Student training and reference resources:

- Village School PSA on academic dishonesty for middle school students, to be viewed and discussed with MYP students alongside a walkthrough of OPIS Academic Honesty Policy (<https://www.youtube.com/watch?v=jWqO5QCQtWU>)
- MLA citation walkthrough video (<https://www.youtube.com/watch?v=bjbMfL92b7g>)
- Online MLA citation examples from Northwestern Michigan University (bottom of page - <https://nmc.libguides.com/kidlit/mla>)
- Online MLA formatting and style guide from Purdue University ([https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/index.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/index.html))



## Policy Development and Review

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