CLAREMONT
FAN COURT SCHOOL

PUPIL POLICY:

ACADEMIC INTEGRITY POLICY

Policy aims:

In delivering the academic curriculum and preparing pupils for public examinations and for higher education beyond school, Claremont Fan Court School is committed to adhering to the highest principles of academic honesty, authenticity and integrity and the avoidance of academic malpractice in all its forms.

The standards and expectations adhered to by teachers with all children in the school, from the youngest to the oldest, will condition pupils' understanding of what is morally right and academically acceptable in this regard as they grow older and the significance attached to the outcomes of their academic work increases.

This policy contains:

1) a guide which should be regularly shared with pupils of all ages – at the start of each academic year and prior to major sets of internal assessments (the specific guidelines set down by JCQ are shared with Y11 and Y13 pupils prior to the production of Non-examination Assessments (NEA), controlled assessments, public examinations and the mocks for these)

2) further guidance for teaching staff about educating pupils in academic honesty

3) the measures to be taken where there is academic malpractice or plagiarism.

1) Academic honesty – a guide for Claremont Fan Court pupils

Claremont Fan Court School's expectations:

The school believes that producing work in an academically honest manner is morally right.

The school expects all teachers and pupils to abide by this principle and understand that this is the most effective way of learning: it is only possible to identify what a pupil has fully grasped and to identify where they need further help, if the work that they submit for assessment at every stage is their own.

The school therefore expects its pupils to understand the principles of academic honesty and conversely what constitutes plagiarism or academic malpractice so that they do not act dishonestly when producing academic work during their courses or in internal or public examinations. A simple summary of these principles is laid out below:

Throughout your education it is important that what you submit as your work is all your own work.

1. This means that in all of your academic classwork, homework and coursework you must:
   - use your own words, ideas, drawings, diagrams and media
   - not copy work or ideas from other pupils
   - not let other pupils see your work to copy from it
   - not use artificial intelligence (such as large language models and Chatbots) without careful and thorough referencing
   - not submit work done by someone else, such as a parent, friend or older pupil
   - not present work found in online essays or answer bank sites as your own work
   - not share your work online

   Properly cite and references any sources used (including the use of artificial intelligence) when researching a piece of work.

2. Tests, assessments, or exams

Before public exams you will be sent copies of the JCQ information for candidates documents on written exams, non-examination assessments (NEAs) and coursework and the use of Artificial Intelligence (AI). You are expected to read and abide by the rules within these documents. After you have produced an NEA or controlled assessment (for A level, Level 3 or GCSE qualifications) you will be asked to sign a declaration of authentication to confirm that the work is your own and that any assistance given and/or sources used have been acknowledged. The school expects that similar standards also apply to internal exams, assessments and class tests.

In tests, assessments and exams you must <u>not</u>:

- attempt to find out in advance what the questions will be
- take notes into a test/exam, either hidden on you, stored on a device or written on your skin
- have access to the internet through a phone, smartwatch, or other device
- take a calculator to a non-calculator test/exam
- attempt to see or copy the work of someone else sitting the test

If you are unsure about any of this guidance, then you should check with a teacher.

3. Avoiding plagiarism and malpractice

Definition of plagiarism

The Oxford University definition of plagiarism is as follows:
Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional.

Copying a section of text from a website or book without acknowledging the source, whether by pasting it into a new document or writing the passage out by hand, constitutes plagiarism - this explicitly includes the use of artificial intelligence for such purposes. Similarly, copying and pasting a section of text then changing a few words for synonyms, so the structure and ideas remain the same, also constitutes plagiarism.

Including plagiarised material in an assignment contravenes the regulations for public examinations and is against the spirit in which academic work is set and undertaken at Claremont Fan Court School.

It is never acceptable to begin a piece of work with a pasted piece of text, even if the intention is then to edit it. Rather, pupils should use their understanding of the text they have read to present ideas in their own words and style. All homework and coursework must be entirely in a pupil's own words, except where they are quoting from another source, appropriately referenced.

Pupils in all year groups, should reference all sources and if they quote information from a website or author, they should attribute this to that website or author - this includes material produced by artificial intelligence or a chatbot.

The manner and presentation of citations need to be more formal in Non-examination Assessment submissions (such as the EPQ) but also in the school's internal essay competitions such as the Joyce Grenfell Essay Prize where citations and bibliographies are required to be in an approved format. For these submissions teachers will give specific guidance to their pupils.

ACADEMIC HONESTY - DOs and DON'Ts

guidance on how to submit authentic work and avoid academic malpractice

DO	DON'T
The work you submit must be your own. If you ask for help from others, they may only help you to understand and should not tell you what to write.	You must not copy work from anyone else or let another pupil copy or see your work.
For collaborative work, make sure you are clear about what can be shared. For example, if a teacher asks a group to work together to gather data, each pupil may still be expected to submit their own introduction, description and conclusions. Pupils should always be able to be clear who contributed what to a finished piece.	It is not acceptable to share work for individual assignments or coursework.
If your work requires research, use a range of sources and list them in a bibliography. This is good academic practice and allows you to demonstrate that you have read widely and considered different arguments.	Don't rely on just one source, especially if that source is not academic or authoritative.
Make your own notes as you read and learn; it will help you remember facts or concepts and to form your own ideas and conclusions.	Avoid copying and pasting directly from sources, even for notes or revision. This is not as valuable as making your own and you may later confuse copied fragments for your own thoughts. It's very common for pupils to fail to acknowledge material they've copied in this way.
Use your own words and ideas. If asked to explain what you meant by a particular phrase or paragraph, you should be able to do so.	Don't use the work, materials or ideas of someone else in your work (except where you are quoting another source and including a proper reference). Never use essays or parts of essays found online.

Acknowledge any words, ideas or concepts originally produced by someone else that you have used through referencing. This means placing quotation marks around the words of the other person or source, followed by a reference which explains where the passage came from. A reference normally includes the author's surname, year of publication and the page number. You must also include a bibliography which lists the full details of all the sources you used. *Note that referencing someone else who supports the view you have strengthens (improves) your argument, so referencing is a good thing.*	Do not simply change a few words or the word order. This is still plagiarism. Your teachers will teach you how to quote or paraphrase sources and to properly acknowledge the work and ideas of others in your own work, so that you develop the skill of presenting work that is authentic.
Follow the referencing style recommended by your teacher. Remember to note down the web address and the date you accessed any online source as you research – you will need this for your bibliography.	Don't forget to acknowledge any material that is not your own - including data, images, maps, illustrations, graphs, diagrams, media clips or other material.
Use chatbots and artificial intelligence as a means of preliminary research. Note that any use of artificial intelligence must be acknowledged and referenced at any level of the school but explicitly so when producing Non-examination Assessments for external qualifications and/or submission for an internal essay competition such as the Joyce Grenfell Essay Prize.	Do not use chatbots or artificial intelligence without careful analysis and consideration. Artificial intelligence should only ever be considered to be one source or piece of evidence in any aspect of research. Any use of artificial intelligence should be cited or referenced in any piece of work. Any misuse of AI will be treated as malpractice and investigated in line with the school's malpractice procedure.
Where you do use artificial intelligence in NEAs or coursework, retain a copy of the questions and computer-generated content for reference and authentication purposes in a non-editable format e.g. a screenshot. You should submit this together with a brief explanation of how you used AI with your work so your teachers can review your work, the AI generated content and how it has been used.	Submit NEA work for final assessment without the proper AI referencing and copies as then it could be subject to a malpractice investigation.

2) Further guidance for teachers about educating pupils in academic integrity

At the start of each academic year, classroom teachers should remind all the pupils in each of their classes about the importance of academically honest work practices (and about the consequences of malpractice), when they set pieces of work for the first time where this issue is relevant, as an explicit clarification of expectations. Teachers should also remind students about academically honest work practices in terms of how to use sources appropriately, when setting research tasks in class or for homework.

Pupils in all year groups should be taught to cite all sources and if they quote information from a website or author, they should attribute this to that website or author.

Pupils in all year groups should be educated on the significant risks but also opportunities and benefits of using artificial intelligence and chatbots in the conducting of research.

When they are not directly or indirectly quoting a source (and acknowledging they are doing so) pupils should be encouraged to use their understanding of the text they have read to then present ideas in their own words and style.

The manner and presentation of citations need to be more formal in Non-examination Assessment submissions work (such as EPQs) but also in the school's internal essay competitions such as the Joyce

Grenfell Essay Prize, where citations, references and bibliographies are required to be in an approved format. For these submissions, teachers will give specific guidance to their pupils.

Teaching staff should not use AI as the sole means of marking candidates' NEA or controlled assessment work.

The importance of academic integrity should be explained and emphasised each year via assemblies and in the updating of the pupil handbook.

3) The measures to be taken where there is academic malpractice or plagiarism

Addressing malpractice in class or homework

In all year groups at the school, teachers have a responsibility to manage secure tests (where they actively invigilate) and to set tasks which minimise the possibility of academic malpractice or plagiarism. Clear and unambiguous guidelines and expectations at the outset when setting research tasks will potentially save misunderstandings and prevent potential plagiarism. However, fully preventing this in work completed outside lessons is impossible, and, when assessing pupils' work, teachers should be alert for signs of plagiarism and follow up suspicions where they have them.

Accusations of cheating have the potential to become very emotive, and teachers should proceed carefully, consulting with their line manager or the pupil's head of house where appropriate when investigating, and before confronting an individual.

Addressing breaches of exam rules / malpractice in an internal examination

Note that the rules for pupils sitting public examinations are clear in JCQ guidance and are explained to pupils sitting public examinations. For internal examinations, the Internal Examinations policy gives similarly unambiguous guidance as does the JCQ guidance, JCQ Information for candidates – written exams 2025-2026.

For full details of the implementation of JCQ guidelines please refer to the public exams policy.

Sanctions for malpractice

Any plagiarism relating to material for public examinations, including Non-examination Assessment, is treated extremely seriously.

Where plagiarism, including incorrect use of AI, in an NEA or controlled assessment is suspected prior to the candidate signing the declaration of authentication, the school's internal procedures will be used to investigate the incident. If the candidate has already signed the declaration of authentication, the incident will be reported to the awarding body immediately and the candidate's entry for that qualification cannot be withdrawn. Please refer to the school's malpractice policy (exams) for further information.

If plagiarism is identified by an awarding body, rather than the school, or by an invigilator during a public examination, a student can be disqualified from that subject or all subjects taken with that awarding body; the school as an examination centre could also be investigated for malpractice thereby jeopardising other students in the cohort.

At an internal level, coursework that appears to include plagiarised material must always be referred to the head of department or relevant teacher in charge who must consult with the head of exams and the deputy head academic. An appropriate sanction will be determined by the headmaster and deputy head academic - typically this would be a Saturday detention.

Evidence of cheating in an internal assessment such as an end of year exam by, for example, deliberately bringing unauthorised materials such as internet devices or concealed notes into the exam room must be referred by the invigilator to the head of exams and the relevant head of house, head of middle school or the head of sixth form, as appropriate. The head of house, in consultation with the deputy head academic, will determine the appropriate sanction - typically an appropriate sanction would be a senior pastoral staff detention.

Less serious incidents of plagiarism (e.g. a pupil in years 7 and 8 copying a homework by pasting sections of text from an uncredited internet source, or any other situation where a pupil is representing the ideas or work of another person as their own) should be dealt with by the class teacher on consultation with their head of department and the relevant head of house - typically an appropriate sanction would be to ask the students to redo the work as part of a detention.

In all cases, it is important that pupils and students understand why academic integrity is an important issue and the educational and moral benefits of creating authentic work.

Please refer to the rewards and sanctions policy for further details of sanctions.

Related documents

This policy should be read in conjunction with:

- Behaviour, Rewards and sanctions policy
- Public examination procedure
- Use of word processors in examinations policy and procedure
- Curriculum policy and teaching and learning procedure
- Malpractice procedure (exams)

Huw Jones
Deputy Head, Academic