



KING EDWARD'S SCHOOL
BIRMINGHAM



KING EDWARD VI
HIGH SCHOOL FOR GIRLS

ACADEMIC INTEGRITY POLICY

Committee	Education
Policy Type	School
Policy Owner	Director of Curriculum
Statutory	No
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Next review date	September 2027
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Expiry date	This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will become non-applicable once the updated version has been approved.
Version	v2.0

The Independent Schools of King Edward VI Academic Integrity Policy

The purpose of this policy is to communicate what constitutes acceptable practice in relation to academic honesty; the rights and responsibilities of the members of the school community in implementing and adhering to the policy; and the actions that will be taken if there are breaches of the policy.

Background

The Independent Schools of King Edward VI have long maintained an approach that teaches and promotes academic honesty, in accordance with the school's ethos and aims.

Clarification of terms

For clarity academic misconduct is any behaviour, whether deliberate or inadvertent, that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Academic misconduct includes the following:

- plagiarism: the representation, intentionally or unwittingly, of the ideas, words or work of not of their own creation, which includes the work of other people, the use of generative AI, without proper, clear and explicit acknowledgment. "Work" includes but is not limited to the following: ideas, audio-visual material, graphs, images, data, computer programmes, illustrations, photographs, written text.
- collusion: supporting misconduct by another candidate, as in allowing one's work to be copied or submitted for assessment by another, including copying homework and allowing one's homework to be copied.
- duplication of work: the presentation of the same work for different assessment components and/or diploma requirements
- any other behaviour that allows a candidate to gain an unfair advantage or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an external or internal examination or class test, stealing examination materials or the disclosure of the content of an examination paper within 24 hours of a written exam)

Measures taken to provide Education and Support

It is the collective responsibility of every teacher in the school to ensure that pupils at every level understand what it means to act in an academically honest way. This may take many forms, from addressing how to use sources such as websites and books, to understanding the process and practice of referencing in all coursework. Good practice in academic integrity is addressed in assemblies and in sessions relating to study skills.

Additionally, support with regards to referencing, evaluation and use of sources is provided by library staff. Staff regularly provide pupils with opportunities to practise the requirements of academic honesty in lessons and through homework. Staff model good practice in academic honesty in their teaching and in the production of classroom materials.

Responsibilities of Staff, Pupils and Parents

It is the pupil's responsibility to ensure that any work produced is authentic and does not breach the expectations laid out by the school in this policy or the regulations of the examining board to which the work will be submitted.

Teachers are expected to acknowledge and support academic integrity as a core principle, to understand the requirements of academic honesty and to provide age appropriate guidance with regards to expectations and good practice. It is also the responsibility of teachers to respond to academic misconduct should it occur.

It is the responsibility of the school to ensure that pupils receive guidance on how to produce genuine and authentic work. Furthermore, the school should ensure that pupils are treated fairly and consistently if breaches of academic honesty are suspected, and to ensure that any investigation is done thoroughly. It is also the responsibility of the school to provide professional development for teachers so that they can assist pupil learning.

It is the responsibility of parents to support the school in promoting the values of academic honesty in the home environment and to support their sons/daughters to act with academic integrity and in a responsible and ethical manner.

Breaches of the Academic Integrity Policy

Staff use many methods to check pupil work, including online tools such as Turnitin. Any instances of academic misconduct will be recorded on CPOMS with the relevant HoD also being alerted, who will investigate further and speak to the pupil about the breach. During this time the pupil will have the right to defend their work/actions. Instances of misconduct will be treated as a serious matter, and the school disciplinary policy will be followed. The response to potential breaches of the academic integrity policy is dependent on the age of the pupil involved.

If the misconduct is in a formal piece of work that is to contribute to a final grade or a final public examination, then the Examinations Officer will follow the procedures set out by the Joint Council for Qualifications. The sanctions enforceable include disqualification from all examinations in the same series.

Artificial Intelligence

The Independent Schools of King Edward VI believe Artificial Intelligence (AI) can support learning, creativity, and career opportunities.

Pupils will be made aware of technologies they can or cannot access for any work or assignment. When working independently, or for assessment pieces, full disclosure of any AI assistance must be made upon submission.

Teachers will provide pupils with guidance using the AI Assessment Scale, further details of the scale can be found in Appendix 1.

The AI Assessment Scale

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.

Staff and pupils are encouraged to declare the use of AI tools with a statement such as ‘Statement of use of AI: This document was supported by the use of Copilot. The document was then reviewed and edited for accuracy.’

Software

The Independent Schools of King Edward VI are part of the King Edward VI Foundation, Birmingham, and adhere to some specific policies, namely those referencing Artificial Intelligence as we share the same

Microsoft Tenancy. Consequently, pupils are encouraged to use the software outlined below when using school devices or accessing the school network by other means.

Copilot (Microsoft)	Embedded in Microsoft 365 to support writing and productivity	For pupils aged 13 and above
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Use of other software outside of school is the responsibility of pupils and parents. Pupils should be careful not to disclose personal identifiable information such as names, addresses, school etc.

Ed Tech Tools

Increasingly online tools pose a risk to pupil data and consequently, tools are risk assessed to ensure pupils are not put at risk. Pupils are encouraged to use the tools provided by the school.

Non Examined Assessments (NEA) for public examinations

All NEA written work will automatically be screened by software, which will indicate a level of independent writing. If the submitted work is below a defined threshold a meeting will be arranged with the Head of Department and the pupil.

Stage 1

The concerns will be raised and the JCQ documentation will be referred to. The pupil will be given the opportunity to resubmit the NEA. Parents/Guardians will be informed of the meeting using the standard email. If the NEA is resubmitted no further action is taken.

Stage 2

If there is not a satisfactory outcome from the Stage 1 process a meeting with parents/guardians will be arranged and the consequences of malpractice will be explained. The pupil will be given the opportunity to resubmit the NEA.

Stage 3

If there is not a satisfactory outcome from the Stage 2 process and the candidate has signed the declaration of authentication JCQ procedures will be followed, resulting in the school contacting the appropriate awarding body.

Appendix 1

[FAQs – The AI Assessment Scale](#)