



# Lady Manners School

## Artificial Intelligence (AI) Policy

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***Through our shared school values, we aim for all students to thrive, feel included and aspire to grow as individuals who contribute to society with empathy, integrity and positivity.***

This document will be reviewed annually by the Governors' Curriculum and Students Committee and sooner when significant changes are made to the law.

Guidance from the Department for Education about school policies can be found here: <https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts>

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**Equalities Statement of Intent**

Lady Manners School welcomes a diverse population of both students and staff. In order to consolidate and build upon this diversity, equality of opportunity and the absence of unfair discrimination is at the core of all the school's activities. The school will not unfairly discriminate in the recruitment or general treatment of staff or students.

The school is committed to promoting and developing equality of opportunity in all its functions and will seek to do this by:

- communicating its commitment to equality and diversity to all members of the school community;
- maintaining systems for implementation, monitoring, evaluation and review;
- treating acts of discrimination and other contraventions of this policy as a disciplinary offence.

The Governing Board has responsibility for ensuring that the school operates within the legal framework for equality and for implementing the policy throughout the school. In addition, each member of the school community is responsible for preventing unfair discrimination or harassment or victimisation which it is within their control to prevent; and challenging or reporting such inappropriate behaviour if it occurs.

## 1. Introducing our Artificial Intelligence Policy

- 1.1 Artificial Intelligence (AI) technology is already widely used in both commercial and everyday applications, and its influence is anticipated to continue to grow exponentially, impacting almost all industries and job sectors including education, particularly with the development of Generative AI. Generative AI has become a widely used tool in a short period of time that is more accessible by non-specialists. Generative AI refers to technology that can be used to create new content based on large volumes of data that models have been trained on from a variety of works and other sources. Generative AI is a rapidly evolving and increasingly freely available technology, generating writing, audio, codes, images and video simulations. Whilst this offers opportunities for schools and their students, it also increases risk.
- 1.2 AI is an integral part of the modern world and offers numerous opportunities for enhancing teaching, learning, and administrative processes. The primary purpose of this policy is to offer guidance and establish a responsible and consistent approach to AI across our school, for the following aims:
- Enhance academic outcomes and educational experiences for students
  - Support staff in managing their workload more efficiently and effectively
  - Educate staff and students about safe, responsible and ethical AI use
  - Protect the privacy, rights and data of all stakeholders
  - Incorporate AI as a teaching and learning tool to develop staff and students' AI literacy and skills
  - Prepare staff and students for a future in which AI technology will be an integral part
  - Promote equity in education by using AI to address learning gaps and provide personalised support
  - Improve and streamline school operations to minimise cost and maximise efficiency.
- 1.3 The purpose of this policy is to ensure users are aware of the controls and methods the school has put in place to manage the use of AI. Users are expected to comply with the policy to ensure that AI tools are used appropriately.
- 1.4 We recognise that the technology is rapidly evolving and are committed to remaining at the forefront of developments, adapting our ways of working as necessary. We recognise the leadership in the education sector provided by the Department of Education and the guidance set out in their [Statement on Generative Artificial Intelligence in Education](#). This AI policy has been informed by that guidance.
- 1.5 We will be transparent and accountable about the use of AI technology so that stakeholders, including staff, students, parents and other partners understand where and how AI is used and who is responsible. Any stakeholder feedback or questions about the use of AI will be considered and responded to appropriately.

- 1.6 By adhering to this policy, we aim to foster a responsible and inclusive environment for the use of AI in education upholding privacy, fairness, and transparency for the benefit of all involved.

## 2. Scope and Responsibilities

- 2.1 This Policy applies to the use and configuration of all AI tools that have either been provided by the school as part of general IT tools available (such as Microsoft 365 Copilot) and tools procured by Lady Manners School for a specific use. There are configured to comply with organisational security and oversight requirements, reducing the risk of data breaches and a Data Protection Impact Assessment will have been carried out. There are referred to throughout as '**Authorised AI**'.

Other AI tools, which may be available for free or on a subscription basis and directly accessed by users via the internet are not authorised and must not be used. These rules apply when using both school owned devices and any personal devices which may be used for work purposes.

- 2.2 The use of AI agents is currently being investigated and as such are not currently authorised for use.
- 2.3 This Policy applies to all staff (supply, trainees, temporary and all support staff), consultants, governors/trustees, volunteers, and contractors, and anyone else working on our behalf, described as "staff" within this policy. It is also applicable to students, but this group will require support and guidance from staff as part of their learning.
- 2.4 All staff are responsible for reading and understanding this policy before using any AI technology.
- 2.5 All leaders are responsible for ensuring their staff team read and understand this policy before using AI technology and that they follow this policy, including reporting any suspected breaches of it. The breach will be dealt with in line with the school's IT Security and Acceptable Use Policy.
- 2.6 There are a number of staff in the school who are key contributors to AI policy and development:
  - Mrs D Goodwinll (Senior Assistant Headteacher) acts as lead for our school regarding the use of AI technology, monitors compliance with this policy and works with other staff to communicate, promote and regulate AI use, providing or arranging for training to be given where necessary. She will keep staff informed about which platforms are **authorised AI**.
  - Our Data Protection Officer is responsible for advising us about our data protection obligations in relation to AI use.
  - Our Network Manager provides technical support and guidance on the operation of AI.
  - The Governing Board will be responsible for the governance of AI.

- 2.7 Training will emphasise how authorised AI can augment staff roles, providing them with more time and resources to focus on tasks such as personalised instruction, student engagement, and critical thinking.
- 2.8 By combining the benefits of AI technology with professionals' expertise, experience, and professional judgment, we can create a collaborative and effective educational environment that maximises the benefits of both human and AI capabilities.
- 2.9 This policy also links to other school policies, including the Data Protection Policy, IT Security and Acceptable Usage Policy, Homework Policy and Examination Policy and will be read in conjunction with them.

### **3. Use of AI by Staff**

- 3.1 All users of AI will comply with applicable laws, regulations, policies and guidelines governing Keeping Children Safe in Education, intellectual property, copyright, data protection and other relevant areas. There will be no unauthorised use of copyrighted material or creation of content that infringes on the intellectual property of others. We will prioritise the safeguarding of our students and their online safety and will not knowingly use any AI technology that puts their safety or privacy at risk. Staff will not allow or cause intellectual property, **including students' work**, to be used to train Generative AI models without appropriate consent or exemption to copyright.
- 3.2 Staff will not use AI to replace strategic decision making or use it to make decisions that could have a significant impact on people.
- 3.3 AI tools will be used responsibly, ensuring they complement staff professional judgment and expertise, without replacing them.
- 3.4 Staff remain professionally responsible and accountable for the quality and content of any output generated by AI, however generated or used and staff will rely on their expertise to ensure that they review and tailor any AI output.
- 3.5 AI notetakers will never be used in a meeting without completing a prior Data Protection Impact Assessment and making all participants aware before the meeting starts. If a participant objects to the use of an AI notetaking app, the meeting organiser will take into account the nature of their objection and if their concerns cannot be overcome, the organiser will consider whether it is proportionate to continue the meeting without the use of AI. Although it is difficult to control the actions of external attendees at meetings organised by Lady Manners School, our staff will let attendees know upfront that they should not use AI notetakers and as the meeting organiser our staff will take responsibility for the taking and distribution of notes.
- 3.6 Staff will receive appropriate training and support to effectively integrate authorised AI into their work including professional development opportunities focused on authorised AI tools and their effective integration into school administrative and teaching practices. Training and support will be planned as part of staff personal development reviews and appraisals or on an as-

needed basis. Staff have a responsibility to identify any training and development needs to ensure they adhere to this policy and will discuss these with their line manager.

- 3.7 Authorised AI tools can assist staff in gathering and creating relevant educational resources, creating whole group or personalised lesson plans, generating extension tasks or scaffolded work, and identifying potential knowledge gaps. For instance, authorised AI platforms can suggest specific topics or learning activities. Teaching staff are permitted to use these suggestions as a starting point, incorporating their professional expertise to customise the lesson plans and make necessary adjustments to ensure individual student learning objectives are met.
- 3.8 Authorised AI tools can be utilised to automate certain aspects of marking of student work, such as multiple-choice or fill-in-the-blank assessments. Teaching staff can use authorised AI-powered marking software to speed up scoring fact-based responses to objective questions, providing more time to support students individually.
- 3.9 Teaching staff can also use authorised AI to identify areas for improvement in more subjective written answers. Teaching staff will review and verify AI-generated marks or feedback to ensure accuracy, and add their professional judgment, especially when evaluating subjective or open-ended responses that require deeper analysis and interpretation.
- 3.10 Teaching staff can also support students to gain feedback on their work themselves using authorised AI, replicating peer assessment processes. This will allow students to receive instant personalised and valuable feedback and improvement strategies on their work, helping to identify misconceptions and gaps in knowledge, as well helping them develop more structured or creative writing. It is important that teaching staff play an integral role in this process and continue to monitor the feedback provided, as with peer assessment.
- 3.11 Teaching staff can use authorised AI to assist in writing student reports, ensuring accuracy and efficiency while maintaining their professional judgment. Where AI has been used to support with report writing, the staff member will always review and modify the AI-generated reports to ensure they reflect their own observations, assessments, and personalised feedback.
- 3.12 Staff can use authorised AI as a starting point to gather relevant information and identify patterns in student attainment, but they will rely on their expertise to provide a comprehensive and holistic evaluation of each student's progress. By using AI responsibly in student progress analysis, staff can streamline the process, save time, and ensure consistency. However, they remain the key decision-makers in evaluating and providing feedback on students' academic achievements and overall development.
- 3.13 Where staff use AI as part of their work, they will be clear where it has been used and what additional professional review or revision has been carried out. Staff will not use school AI tools or data for personal gain or for any means in contravention of applicable laws.

- 3.14 An AI factsheet for staff is available as **Appendix 1** and is also in the staff handbook.

#### **4. Use of AI by Students**

- 4.1 As part of child protection and safeguarding policies and processes, the school will ensure that its students will continue to be protected from harmful content online, including that which may be produced by AI technology and that any authorised AI tools used are assessed for appropriateness for individual students' age and educational needs. We will ensure that staff are aware of the risks of AI which may be used to generate harmful content including deepfake and impersonation materials.
- 4.2 Students will be permitted to explore and experiment with authorised, age-appropriate AI-based projects, allowing them to learn how to use AI for knowledge building, problem-solving, data analysis, and creative expression.
- 4.3 A culture of responsible AI use will be fostered through engaging students in conversations about data protection, privacy, bias, safeguarding, and the social impact of AI applications.
- 4.4 Students will be taught not to enter personal, sensitive or confidential data into Generative AI tools including their personal email addresses.
- 4.5 AI education will be incorporated into the curriculum to provide students with an understanding of AI's capabilities, limitations, and ethical implications. Guidance will be provided on identifying reliable and trustworthy AI sources and evaluating the credibility and accuracy of AI-generated information.
- 4.6 Authorised AI tools and technologies will be integrated into teaching and learning activities across various subjects and year groups, providing students with hands-on experience and opportunities to develop AI literacy and skills.

#### **5. Potential Misuse of AI**

- 5.1 Students will receive education on responsible and ethical AI use, including the potential risks and consequences of relying solely on AI tools to complete assignments.. Students will be encouraged by staff to be clear and transparent about where their work has been created with the assistance of AI.
- 5.2 Teaching staff will emphasise the importance of critical thinking, creativity, and originality in student work, discouraging the misuse of AI as a means of plagiarism or academic dishonesty. Clear guidelines and expectations will be communicated to students regarding the appropriate use of AI tools during assessments and coursework ensuring that their work reflects their own efforts and understanding.

- 5.3 Key messages are delivered in Computing lessons and the Year 8 skills programme, and re-emphasised in all subjects where students are completing work for external grading.
- 5.4 The school will follow and adhere to any rules or guidance on the use of AI in assessments given by the Joint Council for Qualifications or individual Exam Board requirements see <https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/> and <https://www.jcq.org.uk/exams-office/blogs/updating-the-jcq-guidance-on-ai-use-in-assessments/> for further information.
- 5.5 Teaching staff will employ various assessment methods to evaluate student understanding and ensure that they have genuinely grasped the subject matter. This may include class discussions, oral presentations, practical demonstrations, written reflections, and project-based assessments. By utilizing diverse assessment strategies, teaching staff can verify students' comprehension beyond what AI tools can assess, promoting deep learning and authentic student engagement.
- 5.6 Teaching staff will educate students on the potential misuse of AI by those seeking to deceive or trick students into actions that they would otherwise not contemplate, for example interaction with others who are not who they claim to be but who can imitate who they claim to be using AI technology.

## **6. Ethical Use of AI**

- 6.1 The use of AI systems, in particular Generative AI, will be carried out with caution and an awareness of their limitations. Whether staff are using authorised AI for teaching or school administrative purposes, or with students who will make use of this technology, they will be mindful of, and instruct students about, the following considerations:
  - 6.1.1 Bias - data and information generated by AI will reflect any inherent biases in the data set accessed to produce it. This could include content which may be discriminatory based on factors such as race, gender, or socioeconomic background.
  - 6.1.2 Accuracy - information may be inaccurate when generated so any content will be fact-checked. Tools may provide highly plausible and coherent results but may still contain errors (Hallucination).
  - 6.1.3 Human oversight - a lack of human intervention may result in AI outputs going unchecked. Humans will ensure that outputs align with ethical standards and educational values, and staff will be aware that Generative AI lacks flexibility, human understanding and compassion.
  - 6.1.4 Currency - some AI models only collate data prior to a certain date so content generated may not reflect the most recent information.

- 6.1.5. Environmental issues - AI requires energy to run. Therefore, it will only be used when relevant, appropriate and proportionate, where it is the most suitable and sustainable option.
- 6.1.6. Inferring Emotion - The European Union's Artificial Intelligence Act (AI Act) imposes strict regulations on the use of emotion recognition systems (ERS) within workplaces and educational institutions. These systems, defined as AI tools designed to identify or infer emotions or intentions of individuals based on their biometric data, are generally prohibited in these settings. Although the Act does not apply in the UK, this type of AI will not be used in Lady Manners School.

## **7. Data Protection implications of using AI**

- 7.1 Staff and students will be aware that any information entered into a Generative AI model is no longer private or secure. AI systems often evolve based on the data provided, raising significant data protection concerns. Staff and students will not enter any personal information (personal data, intellectual property or private information, including commercially sensitive information, such as contracts) into any Generative AI model, especially those that generate content based on provided information. Staff will make themselves aware of and inform students about the data collection, storage, and usage practices associated with AI technologies, particularly Generative AI.
- 7.2 Staff who wish to utilise new (not yet authorised) AI tools will ensure that the potential new use is assessed to consider if a Data Protection Impact Assessment is required and follow the school Data Protection Policy and Data Protection Impact Assessment Process. Staff will be aware that it is not always easy to recognise when AI tools are processing personal data and they will not presume that no processing is taking place.
- 7.3 When signing up to use certain Generative AI models, names and email addresses may be required; this data sharing may require a Data Protection Impact Assessment to be carried out.
- 7.4 Any DPIA or assessment of the data protection aspects of the use of AI will include:
  - The nature, scope, context and purposes of any processing of personal data and whether individuals are likely to expect such processing activities.
  - What alternatives (both AI and non-AI) are there to the planned processing and what justification is there in choosing this method and how it is fair.
  - A clear indication where AI processing and automated decisions may produce effects on individuals.
  - Consideration of both individual and allocative harms (for example, where the harm results from a decision to not permit a student to take a certain subject at GCSE or A Level) and representational harms (for example, selecting groups of students for different interventions results in gender or racial bias).

- How the use of the AI tool is proportionate and fair by assessing the benefits against the risks to the rights and freedoms to individuals and/or whether it is possible to put safeguards in place.
- An analysis of any bias or inaccuracy of algorithms which may result in detriment to individuals.
- If the use of AI replaces human intervention, a comparison of the human and algorithmic accuracy in order to justify the use of the AI tool in the DPIA.
- If automated decisions are made, how individuals will be informed about this and how they can challenge those decisions.
- Relevant variation or margins of error in the performance of the system, which may affect the fairness of the processing (including statistical accuracy) and describe if/when there is human involvement in the decision-making process.
- The potential impact of any security threats.
- A summary of completed or planned consultations with stakeholders. These are recommended unless there is a good reason not to undertake them. It may be appropriate to consult with individuals whose data you process as they are important stakeholders.
- Whether processing is intentionally or inadvertently processing special category data- there are many contexts in which non-special category data is processed, but infers special category data (for example, where a postcode infers a particular race).
- A consideration of the rights and freedoms of individuals generally, not just in a data protection context, such as rights under the Equality Act 2010.

## 8. Cyber Security

- 8.1 Our school will take appropriate measures to guarantee the technical robustness and safe functioning of AI technologies, including:
- Implementing rigorous cybersecurity protocols and access controls through measures such as encryption, security patches and updates, access controls and secure storage.
  - Establishing oversight procedures and controls around data practices, system changes, and incident response to maintain integrity.
  - Ensuring that any suspected or confirmed security incidents are reported to the Data Protection Lead, the Network Manager and Data Protection Officer.
  - Carrying out an evaluation of the security of any AI tool before using it. This includes reviewing the tool's security features, terms of service and data protection policies. This work will form part of the DPIA process.
  - Maintaining vigilance against material that may be a deepfake (a synthetic media which can be used to create realistic and convincing videos or audio of people saying or doing things they haven't. These can be used to spread misinformation or impersonate someone to commit cyber fraud).
  - Training staff and students to be aware of the importance of Cyber Security and the potential involvement of AI to carry out cyber-crime.

**9. Authorised AI Tools**

9.1. The following is a list of authorised AI tools for Lady Manners School. The school will allow access to the following AI tools for business purposes only and a Data Protection Impact Assessment has been completed for each of these:

<b>Supplier/System</b>	<b>Authorised purpose</b>	<b>Authorised users</b>
<ul style="list-style-type: none"> <li>• Key GPT</li> </ul>	<ul style="list-style-type: none"> <li>• Drafting internal guidance, training and presentations</li> <li>• Lesson planning</li> <li>• Conducting research</li> <li>• Providing summaries</li> <li>• Idea generation</li> <li>• Drafting communications such as emails and letters</li> <li>• Preparing a script for difficult conversation</li> <li>• Analysing data</li> </ul>	Staff Governors
<ul style="list-style-type: none"> <li>• Microsoft 365 Copilot</li> </ul>	<ul style="list-style-type: none"> <li>• Summarising a report or document</li> <li>• Creating lesson resources</li> <li>• Conducting research</li> <li>• Analysing data</li> <li>• Creating schemes of learning</li> <li>• Revision assistance</li> <li>• Personalised learning</li> <li>• Writing code</li> <li>• Idea generation</li> <li>• Drafting emails and letters</li> <li>• Preparing a script for a conversation</li> </ul>	Staff Governors Students
<ul style="list-style-type: none"> <li>• Oak Academy AILA</li> </ul>	<ul style="list-style-type: none"> <li>• Creating lesson plans</li> <li>• Creating learning resources</li> <li>• Creating schemes of learning</li> <li>• Creating revision resources</li> </ul>	Teaching Staff Learning Support Staff Cover Supervisors Students
<ul style="list-style-type: none"> <li>• Chalkie</li> </ul>	<ul style="list-style-type: none"> <li>• Creating learning resources</li> <li>• Lesson planning</li> <li>• Creating schemes of learning</li> </ul>	Teaching staff Learning support staff Cover Supervisors

Please note that ChatGPT and Gemini should not be used in school or out of school for any work related activity

- 9.2. The listed AI tools may be updated at any time. Should staff wish to use another AI tool not listed, they must contact the Senior Assistant Headteacher to review permission to do so.

Authorised AI tools must only be used by staff for the listed business purposes:

- 9.3. All other purposes must be authorised in advance by the Senior Assistant headteacher or Headteacher. Before using any AI tools, staff will be provided with training to ensure human reviewers (those who conduct monitoring of these applications) have a correct understanding and do not add any bias into the AI systems/functions.

## 10. Definitions

- **Algorithm** is a rule given to an AI machine to perform a task.
- **Artificial Intelligence (AI)** is an umbrella term for a range of algorithm-based technologies and approaches that often attempt to mimic human thought to solve complex tasks, these may include, visual perception, speech recognition, decision making, and translation between languages.
- **Centre of Excellence** is a group with a shared area of focus and subject matter expertise that they use to support others, usually by providing tips, insights, training and research.
- **ChatGPT** is owned by OpenAI LP, an artificial intelligence research lab. GPT stands for 'Generative Pre-trained Transformer'. It means that the model has the ability to generate text or other forms of output.
- **Generative AI** is a form of AI, which produces new content, such as images, text or computer code. It works by using large quantities of data, often harvested from the internet, to train a model in the underlying patterns and structures of that data. After many rounds of training the model is capable of generating new content. When a user provides a prompt or input, the AI evaluates the likelihood of various possible responses based on what it has learned from its training data. It then selects and presents the response that has the highest probability of being the right fit for the given prompt. That prompt and response then may be fed back into the model to provide further training.
- **Guardrails** are restrictions and rules placed on AI systems to ensure they handle data properly and ethically.
- **Hallucination** is when AI presents information as fact when it is not actual fact.
- **Large Language Model (LLM)** is a huge database of language knowledge that can write articles, answer questions or create realistic dialogue and is pre-trained on large amounts of data.
- **Natural Language Processing (NLP)** understands written and spoken language e.g. translations.

## Lady Manners School: Artificial Intelligence (AI) in School Factsheet

### T & L Principles

AI has potential as a tool for learning; it is not a replacement for teaching. The 'buzz' of the classroom (a social environment) is part of learning. Teaching the curriculum to young people requires far more than delivery of knowledge: a teacher uses many skills and kinds of understanding to connect with their students. A government DfE blog states: 'Teachers are irreplaceable, and AI could never be a substitute for teachers' professional judgement and the personal relationship they have with their students.'<sup>1</sup>

### AI isn't new but now it brings new challenges

Artificial intelligence (AI) is the use of computer systems to solve problems and make decisions. It's already a part of everyday life - such as personalised suggestions on social media, shopping sites or route-planning apps.

However, the technology is developing rapidly and throwing up many new applications and challenges for schools. For example, we are familiar with students copying and pasting internet content and we are good at using search engines to trace it and prove their plagiarism; now it may be more difficult to detect this kind of cheating.

Using AI is already part of our lives. Many of our students are familiar with AI chatbots and already interact with them with ease. They are, however, less familiar with related issues such as data protection, reliability and the differences between AI tools.

In July 2023 the Russell Group universities drew 5 guiding principles: 'The five guiding principles state that universities will support both students and staff to become AI literate; staff should be equipped to help students to use generative AI tools appropriately; the sector will adapt teaching and assessment to incorporate the "ethical" use of AI and ensure equal access to it; universities will ensure academic rigour and integrity is upheld; and share best practice as the technology evolves.'<sup>2</sup>

If we are to prepare our students for the future, some engagement with AI, in our learning environment, will be necessary - particularly for the sixth form.

### What's generative AI?

Generative AI takes a written prompt and runs it through an algorithm to generate new, 'natural'-seeming content. Tools include:

- Chatbots such as ChatGPT, Google Gemini and Grammarly GO, which generate text
- Text-to-image programs like DALL-E and Midjourney, which create images

AI tools are still being developed. They have limitations such as producing biased, inaccurate or inappropriate content. Some AI chatbots can produce fake references. A

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<sup>1</sup> <https://educationhub.blog.gov.uk/2023/12/06/artificial-intelligence-in-schools-everything-you-need-to-know/>  
Accessed 09-04-24

<sup>2</sup> <https://russellgroup.ac.uk/news/new-principles-on-use-of-ai-in-education/> Accessed 09-04-24

limitation of ChatGPT was that its training data cut off in 2021; now it is later (GPT 3.5 is January 2022 & GPT-4Turbo is April 2023).<sup>3</sup>

Chatbots are familiar and easily accessible to most of our students - for example on Snapchat. It is easy to ask an AI copilot to help you with your homework.

## Policies

Please see the following policies which reference AI:

- The AI Policy
- The Examinations Policy: The [Joint Council for Qualifications](#) classifies AI misuse - where a student submits AI-written work as their own - as malpractice. We have updated our definitions of plagiarism to make this clear. In October 2023 all KS4 and KS5 students, and curriculum leaders, were sent a digital copy of the JCQ NEA Information for Candidates, updated to include AI chatbots (p 3).<sup>4</sup>
- Homework Policy

## Explain our rules on AI use to students

Students should know that using AI without crediting it is not allowed in exams, coursework or any work that's internally assessed to count towards a qualification. Students should be reminded of this when they have exams and coursework coming up. This is more likely to be the case for vocational subjects and the Sixth Form curriculum. Some of our students are already using AI for NEA: Computer Science A level students use software that has AI built in to create code. This makes it even more important that staff provide clarity and guidance on what is and is not acceptable.

For coursework subjects, teachers can have an open dialogue with students about how and when AI tools can be used to support learning, and when it shouldn't be used. JCQ have produced excellent resources for students and staff about AI and Assessments.<sup>5</sup> These will be available on Moodle for staff use on the Teaching and Learning page.

In the interests of transparency and setting a good example, teachers should be open about when they have used AI tools for lessons.

The ethics of AI tools is a topic covered in the GCSE ICT course.

Using AI-generated content for learning can develop students' critical skills by helping them make judgements on style, content, reliability and trustworthiness.

Where possible, teachers should support students to find age-suitable tools and resources and use them appropriately, without relying on them too much (DfE policy paper, page 5) Teachers might:

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<sup>3</sup> Cut-off dates checked 02.07.24

<sup>4</sup> [https://www.jcq.org.uk/wp-content/uploads/2023/08/IFC-NE\\_Assessments\\_2023\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2023/08/IFC-NE_Assessments_2023_FINAL.pdf)

<sup>5</sup> <https://www.jcq.org.uk/wp-content/uploads/2024/02/JCQ-AI-poster-for-students-2.pdf>  
<https://www.jcq.org.uk/wp-content/uploads/2024/02/JCQ-AI-information-sheet-for-teachers-1.pdf>  
<https://www.jcq.org.uk/media-centre/jcq-videos/>

- Use a KS3 PSHE or computing lesson to teach students how and when to use an appropriate tool
- Recommend to students AI tools which provide their sources (rather than a general statement about trustworthiness)
- Discuss the issue if a student brings it up in class or submits AI-generated work

### **Never enter sensitive information into an AI tool**

We continue to follow our data protection principles and rules and we are aware that any text entered into an AI tool is potentially being made public. If you're using AI for any reason, don't enter any personal or sensitive data.

Our school may also be targeted by fraudulent emails, such as 'phishing attacks', which are AI-generated and very convincing. Look out for the following signs:

- Email addresses that don't match the contact details you have on file
- Poor spelling and grammar, including American spellings, or an overly formal tone
- Messages demanding urgent, time-sensitive action
- Suspicious links, for example containing strings of numbers
- Generic introductions (e.g. Dear Sir or Madam)

Report any suspicious emails to our GDPR Lead, Jo Picknell.

### **AI could save time ...**

If AI genuinely cuts down on workload, it could help in these suggested ways:

- Create a comment bank to use when writing reports
- Come up with ideas for charity fundraising activities
- Quickly write quiz questions to check students' knowledge
- Analyse mock results for targeted follow-up revision lessons
- Help with standardisation of marking

### **... but it's not always reliable ...**

AI tools are only as accurate as the information they are trained on. They may generate responses that are incorrect, biased, or inappropriate.

Many tools are based on a defined set of information, so won't be able to accurately give you answers about information that has changed after their data was inputted - for example, statutory policy requirements or current events.

Classifiers like the OpenAI text classifier can help detect AI-generated content but are of limited use (they will produce false negatives and false positives, for example).

### **... so it's important to check all AI-generated results carefully**

You can use AI tools as a starting point, but you should always check and adapt the results so they are:

- Taking the best interests of staff, students and the school into account
- In line with our school policies, procedures and guidelines that cover generative AI:

- Plagiarism Policy
- IT security and Acceptable Use Policy
- Homework Policy

### **Ofsted and AI**

If we choose to use AI, Ofsted expects us to:

- Make sure our AI solutions are safe and secure, and protecting users' data
- Be transparent about the school's use of AI and make sure we understand the suggestions it makes
- Use AI only when it's ethically appropriate to do so
- Closely monitor the AI we use for bias
- Identify and correct any bias or problems, where appropriate
- Give staff clear roles in monitoring, evaluating, maintaining and using AI tool
- Make sure that staff are empowered to correct and overrule suggestions made by AI
- Respond appropriately to any concerns, or complaints about errors made by AI