AI POLICY

SENIOR SCHOOL

January 2025

1   Churcher's College AI Values

1.1   We will harness the power of AI to enhance education, support students and teachers, and create inclusive learning environments. We recognise that AI is a fast-moving technological development and that we should look to update our AI policy termly, or as possible.

- **Understanding AI:** AI will soon be a part of most productivity and creativity tools, blending with human output. We aim to guide users to use AI effectively and make good decisions.

- **AI accuracy and bias:** We will be mindful about identifying biases that derive from the data AI has been trained on or the ethical overlay that humans have added.

- **AI limitations:** While recognising and utilising the power of AI for educational benefits, we will also acknowledge its limitations.

- **Accountable:** We will be accountable in our AI decision-making processes.

- **Equity and inclusivity:** We will consider using AI to broaden our communities, bridge the digital divide, and create a supportive and inclusive AI culture.

- **Mental Health:** We will be mindful of the potential of AI to impact both positively and negatively on mental health and will teach pupils to use it responsibly.

- **Student Empowerment:** AI should encourage active engagement, independent thinking, and the development of skills and dispositions for life. The capacity of AI to 'steal the struggle' from students is acknowledged and should be avoided. ChatGPT or any other form of AI will not be with students in the final exam.

- **Creative Collaboration:** We should embrace AI's opportunities to work together to be creators, not just content generators.

2   **Appropriate Uses of AI in School for Students**

2.1   This policy covers any generative AI tool, whether stand-alone products e.g. ChatGPT, integrated into productivity suites, e.g., Microsoft 365 and Google Workspace or built in to social media platforms, e.g. Snapchat's 'MyAI'. This policy relates to all content creation, including text, artwork, graphics, video and audio.

2.2   There are situations in which the use of AI is forbidden, and the tasks will be framed in a way that avoids using AI tools, such as working offline or under supervised conditions. Unless specifically instructed by teachers, students ***should not*** use AI tools to generate content (text, video, audio, images) that will end up in NEA, coursework, homework, activities and responses.

2.3   The submission of AI-generated responses constitutes plagiarism and violates Churcher's College Teaching and Learning, Assessment and Reporting Policy. We reserve the right to use AI plagiarism detectors or our academic judgment to identify unappreciated uses of AI.

2.4   There are situations and contexts within the school where students might be asked by teachers to use AI tools to enhance learning and to explore and understand how these tools can be used, for example:

- • to help generate ideas

- • to seek clarification or explanations of particular ideas

- • to assess the quality of work

- • to create student-directed self-assessment (e.g. create revision tests)

Students should ask their teacher if they have questions **before** using AI for any assignment.

2.5 Students should note that material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Students should check and verify ideas and answers against reputable source materials. Large language models (LLMs) tend to make up incorrect facts and fake citations. Code generation models tend to produce inaccurate outputs. And image generation models can produce biased or offensive products. Students will be responsible for any content they submit, regardless of whether it originally comes from them or a foundation model.

3 **AI Misuse for Examinations**

3.1 Our school abides by the JCQ AI Misuse Policy for examinations summarised below. A link to the JCQ policy is provided here.

AI tools must only be used when the conditions of the assessment permit the use of the internet and where the student is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

Examples of AI misuse include, but are not limited to, the following:

- ● *Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own*
- ● *Copying or paraphrasing whole responses of AI-generated content*
- ● *Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations*
- ● *Failing to acknowledge use of AI tools when they have been used as a source of information*
- ● *Incomplete or poor acknowledgement of AI tools*
- ● *Submitting work with intentionally incomplete or misleading references or bibliographies*

Please also see the Churcher's College Malpractice Policy here.

4 **AI Misconduct Policy**

- ● Churcher's College Teaching and Learning, Assessment and Reporting Policy (Section 10 – Academic Integrity) applies to any improperly cited use of human work or submission of work by another human as your own.

- Work that a teacher suspects is AI-generated should be passed through an AI detection tool (eg. GPT Zero) to determine the likelihood that it is written by a human or AI, and then the pupil should be challenged with the results of this check.

- If they admit submitting work generated using AI, but passing it off as their own work, they will be dealt with as follows:

  o The first offence will be reported to the Deputy Head and the pupil will be given a warning.

  o The second offence will result in a Senior Detention with the Deputy Head (Academic) and parents will be contacted.

- Student's AI and IT privileges may be curtailed.

- When it relates to NEA, pupils will be required to sign authentication statements, and any suspected misuse of AI will need to be reported to the relevant awarding body.

- All cases of academic AI misconduct will be referred to the Deputy Head (Academic).

Authorised by	Deputy Head (Academic)
Date	January 2025
Date of next review	April 2025 or earlier as required