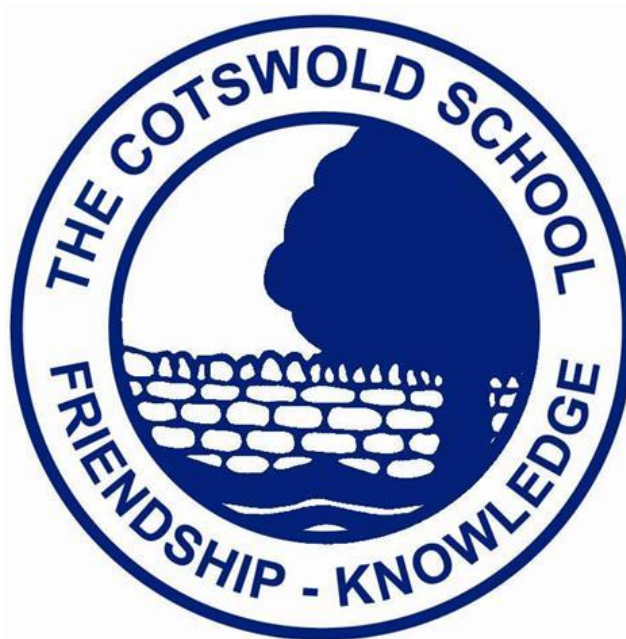




CSP 71

ARTIFICIAL INTELLIGENCE (AI) POLICY

Policy Author	BE
Responsible Governors' Committee	Teaching & Learning
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Frequency of Review	1 year
Date of last Review	
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This policy is written and administered with due regard to our duty and commitment as a school to consider all aspects of equality and diversity.

Introduction

Our school is committed to utilising the benefits of AI to enhance both teaching and learning and administration. We believe in the potential of these technologies to support pupils, improve educational outcomes, and streamline administrative processes. However, we also recognise the importance of using these technologies in a manner that respects privacy, promotes fairness, and prevents discrimination. Therefore, the aim of this policy is to establish guidelines for the ethical, secure and responsible use of AI technologies across our whole school community.

AIMS

This policy aims to:

- Support the use of AI to enhance teaching and learning
- Support staff to explore AI solutions to improve efficiency and reduce workload
- Prepare staff, governors and pupils 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
- Ensure that AI technologies are used ethically and responsibly by all staff, governors and pupils
- Protect the privacy and personal data of staff, governors and pupils in compliance with the UK GDPR
- Core Principles

At the core of our policy on using AI is the belief that it can be used for the PROCESS but not the OUTCOME.

Whilst AI can and can support individuals with planning, preparation, research and ideas, it does not replace the individual in terms of the completion of work. A human touch is always required to ensure the information retrieved and proposed by AI technologies is appropriate and factually correct.

Our goal is to ensure that AI technologies are used in a way that benefits all pupils, irrespective of their prior attainment, background or learning needs. We believe that all pupils should have the opportunity to achieve their full potential, and with AI, we are well-positioned to make this possible. The continuous endeavour to ensure accessibility and inclusivity is part of our commitment to equal opportunities and will remain a priority in our educational approach.

We recognise the guidance set out in the [Department for Education's Statement on Generative Artificial Intelligence in Education](#). This policy has been informed by that guidance.

All users of AI will comply with relevant laws, regulations, policies and guidelines governing [Keeping Children Safe in Education](#), intellectual property, copyright, data protection and other relevant areas. This policy will be updated as and when new and more specific guidance is available in any of these areas. We will prioritise the safeguarding of our pupils and their online safety and will not knowingly use any AI technology that puts them at greater risk.

Core principles

We follow these key principles:

- **Equity and inclusion:** We commit to deploying AI technologies in a way that is equitable and promotes inclusion, addressing biases and ensuring fair access to educational opportunities for all pupils. There is a danger that the increased use of AI and other technology may widen inequalities and exacerbate the "digital divide".
- **Transparency:** We prioritise transparency in AI usage, ensuring that students, families, and staff understand how and where it is used and the effects on teaching and learning.
- **Privacy:** We apply strict data protection standards, including safeguarding student and staff data used in AI applications. See also our Data Protection policy.
- **Accountability:** We hold ourselves accountable for the development and implementation of AI systems within school, regularly reviewing their impact and efficacy.
- **Educational value:** We consider how AI applications align with the curriculum scope and objectives and serve to improve teaching and learning experiences and outcomes for pupils.

We use AI as an administrative and educational tool, and actively develop staff and pupils' AI literacy and skills. We use AI to help teachers manage their workload rather than add to it, and to improve and streamline school operations to maximise time and resource available for teaching and learning.

Applicability and Scope

This policy applies to all AI and data technologies used in our school, whether they are used for teaching, learning, administration, or other school-related activities. This includes, but is not limited to, AI systems used for assessing work, personalised learning platforms, data analysis tools, and any other AI or data technologies implemented in our school. This policy applies to any use of AI for school related work whether during or outside working hours, on an individual's own device or a school device, at school, at home or from a remote working location.

Roles and Responsibilities

Senior Leadership Team

The Senior Leadership Team holds the ultimate responsibility for the implementation and oversight of this policy with Ben Edwards (Assistant Head Teacher (T&L)) having overall oversight. The body ensures that the school's use of generative AI aligns with its educational objectives, legal obligations, and ethical standards. They will also ensure appropriate training, support and resources are given to facilitate effective AI usage.

Teaching Staff and Teaching Assistants

Teachers play a pivotal role in the successful implementation of AI technology. When considered appropriate, they should use the AI tools provided for enhancing pedagogical techniques and improving pupil engagement. However, to maintain our approach to safety, data protection and ethical use, teaching staff must only use approved AI tools. Teaching staff are welcome to suggest new ways of using AI to improve pupil outcomes and reduce workload. Teaching staff should contact the school's AI lead (Assistant Head teacher - T&L) to discuss any ideas they may have with regards to using AI, so that they can be checked and deemed appropriate.

Any use of AI should be clearly acknowledged and attributed. Teachers should always consider whether AI is the right tool to use. Just because the school has approved its use doesn't mean it will always be appropriate. It is the teacher's responsibility to guide pupils in using these tools responsibly, whilst encouraging a climate of academic integrity and individual creativity.

Teachers need to stay informed about advancements in the field of AI and adapt their teaching practices accordingly. Teachers will be supported with appropriate CPD and training such as the DfE training below as well as subject specific courses as they become available:

<https://www.gov.uk/government/collections/using-ai-in-education-settings-support-materials>

For guidance, these are some of the considerations teachers should make when using AI:

Use by Teacher	Considerations
Drafting ideas for lesson plans and other activities	The output may be factually incorrect or lack sound pedagogical foundations. Staff should look for potential mistakes or biases in AI generated materials, as they would with any other resource. Nonetheless, it may be a useful starting point as long as the time taken to check and adapt an AI resource does not mitigate the time saved using it.
Help with design of quiz questions or other exercises.	Generative AI can quickly generate multiple choice quizzes and assessment ideas, but they should be reviewed carefully as above.

Customising materials (simplifying language, adjusting to different reading levels, creating tailored activities for different interests)	Generally, when asked to customise material, generative AI won't introduce new concepts, and so is less likely to introduce factually incorrect information. Teachers should however, note when such technology is used to support pupils to access the curriculum. Teacher must also be aware of how this might infringe copyright by allowing AI to "learn" by from any materials submitted to AI platforms.
Providing custom feedback to pupils.	AI should not be used to mark pupil work though can be used for supporting general ideas for feedback and examples. It can never be used as the sole marker for a piece of work, especially anything used for examinations/assessments. Teachers must inform and have consent from pupils and their parents if AI is to be used to assist with marking. Pupils own the intellectual property (IP) rights to original content they create. This is likely to include anything that shows working out or is beyond multiple choice questions. Pupils' work must not be used by staff to train generative AI models without appropriate consent or exemption from copyright.
Writing reports.	Teachers must not use AI for this purpose, but it can be used for initial ideas, plans and advice with wording or grammar.
Anything involving personal information	To ensure that personal and sensitive data remains secure, no one will be permitted to enter such data into unauthorised generative AI tools or chatbots. Teachers should never put personal information into any system where we do not have a proper contract in place and have made a full assessment of its data privacy policies etc. AI services like ChatGPT are no exception. If personal and/or sensitive data is entered into an unauthorised generative AI tool, The Cotswold School will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy.
Homework	AI could be very helpful in creating homework tasks such as quizzes, comprehension question, reading or research. Pupils could even be directed to use AI specifically to complete homework and evidence how it was used to support their learning. AI might lead to changes in approaches, such as the increased use of 'flipped learning' (increased pre-lesson research). However, teachers must consider the access to technology and the ability of pupils to complete homework of this nature and ensure the output has the academic and pedagogical value of traditional homework.

Support Staff

Support staff should also adhere to responsible use of AI technologies. They play a vital role in managing and overseeing the correct application of these technologies within the school's operations.

Any interaction with AI tools should prioritise the protection of pupil data and respect for privacy. It's crucial for support staff to understand their responsibilities for ethical use and to ensure these tools are employed in a secure manner that benefits the school community.

Support staff should consult the school AI Lead (Assistant Headteacher (T&L) for guidance and approval before using AI.

For guidance, these are some of the considerations support staff should make when using AI:

Use by Support Staff	Considerations
Writing emails, letters or other similar documents	This can be a helpful and supportive use of AI which may improve the quality of output as well as save valuable time, but the member of staff still must take responsibility for the accuracy and quality of what is produced.
Analysing or preparing data	To ensure that personal and sensitive data remains secure, no one will be permitted to enter such data into unauthorised generative AI tools or chatbots. Support staff should never put personal information into any system where we do not have a proper contract in place and have made a full assessment of its data privacy policies etc. AI services like ChatGPT are no exception If personal and/or sensitive data is entered into an unauthorised generative AI tool, The Cotswold School will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy.
Preparing events or activities in school.	AI could be very helpful in producing materials, including images. Care should be taken to ensure there are no breaches of copyright and that the accuracy and quality of output remains to our highest standards. Support staff will be given guidance in this area.

Pupils

AI has potentially enormous benefits to support children with their learning. We want pupils to embrace these opportunities but in a manner that maintains their creativity, intellectual integrity and ability to think independently.

For this to be possible, pupils will need clear and explicit training in how to use AI effectively, responsibly and safely. This is included in the curriculum with explicit teaching of best practice regarding AI. A group of AI “champions” across teachers at the school are looking at the best ways to forward and develop this in a rapidly developing area.

Currently our filtering and monitoring systems prevent pupils from accessing most AI websites while in school. This will be updated continuously and will be reviewed over time. The following guidance is useful for pupils when using AI:

- In its simplest form, our guidance for pupils is that AI can be used in the **PROCESS** of learning but not in the production of the **OUTCOME** of learning.
- Pupils are expected to use any AI tools in a manner that respects our academic and ethical principles. They should use these tools to support, rather than replace, their original thinking and creativity.
- Pupils must be clear and transparent where work has been generated with the help of AI.
- Pupils should acknowledge the sources of AI-generated content. For assessed work this should include screenshots of the process of using AI-generated material.
- Pupils should report any misuse or concerns to the relevant teachers and staff in school.
- Teachers will clearly advise pupils when AI cannot be used to support any assessed work, especially that used for external qualifications.

- Pupils, especially when completing work for external assessment are drawn to the following JCQ Guidelines. These are issued to protect the integrity of qualifications:

[AI Use in Assessments: Protecting the Integrity of Qualifications - JCQ Joint Council for Qualifications](#)

[Updating the JCQ guidance on AI Use in Assessments - JCQ Joint Council for Qualifications](#)

For guidance, these are some of the considerations pupils should make when using AI:

Use by Pupil	Considerations
To formulate ideas, for example, creating essay structures	AI tools are generally effective in producing outlines as a starting point for an assignment. Teachers will give clear advice on when this support is not allowed under exam regulations.
To provide feedback on writing	Generative AI will proofread and correct text for pupils, in a similar way to grammar tools. It will also provide feedback on style and content. Teachers will give clear advice on when this is appropriate and acceptable and when it would be considered a breach of exam regulations. This especially applies to any externally examined work such as NEAs.
As a research tool	This can be a major asset of AI but a good understanding of the tool and its limitations is crucial here. Like all research, sources need to be cited and referenced.
Generating images to include in assignments.	The best image-generation tools come at a cost, and pupils need to be aware of copyright concerns and using images without consent. These issues are covered with pupils in the curriculum.

AI may also lend itself to cheating and plagiarism. To mitigate this, pupils may not use AI tools:

- To complete assessments, including internal and external assessments, and coursework.
- To write their homework or class assignments, where AI-generated text is presented as their own work
- To complete their homework, where AI is used to answer questions set and is presented as their own work (for example, maths calculations)

This list of AI misuse is not exhaustive.

Where AI tools have been used as a source of information, pupils should reference their use of AI. The reference must show the name of the AI source and the date the content was generated.

A simplified version of this guidance for pupils has been produced and shared with pupils. It is available on our website [here](#). Core principles about the safe and appropriate use of AI have also been covered in assemblies and Computer Science lessons.

Potential misuse of AI, plagiarism and malpractice

The misuse of AI when completing assessed work can be considered as plagiarism or exam malpractice and is a very serious offence. Pupils/students should be aware that copying or paraphrasing text generated from AI or other resources online or in printed textbooks is considered to be plagiarism and is against exam board regulations. It will lead to damaging consequences for their examination results.

Before submitting work for external examinations, such as NEAs or Coursework, students and teachers must sign a declaration that confirms work has been produced in accordance with the guidance on acceptable use of AI, as well as other resources. If a breach of these guidelines is discovered The Cotswold School must inform

the examination boards and the Joint Council for Qualifications (JCQ) of believed malpractice. The outcome can vary from having marks deducted, to zero marks being awarded or even, at the most serious level, disqualification from all examinations both in that examination series and future examination series.

Further information on this, including example of AI malpractice are available on the JCQ website:

<https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/>

To avoid such circumstances the following procedures will be in place at The Cotswold School:

- Pupils in Key Stage 4 and 5 will be reminded annually of the importance of the appropriate use of AI. This will be done via assemblies and through sharing JCQ and exam board guidelines via email and satchel
- Teachers will remind pupils/students of these guidelines and give subject specific advice in class when assessed work is being undertaken
- Access to online resources will be switched off when completing work where access to the internet is not permitted
- If appropriate and allowed, teachers will see interim stages of the work being completed to check its progression and to be able to monitor any potential plagiarism
- Teachers and exam boards will use a range of AI checkers. However, as the accuracy of these can be inconclusive, teachers ultimately will make professional decisions about whether AI or other plagiarism has taken place. Experienced teachers are the ‘human invigilators’ and best AI checkers and will be used to make the final decision on if AI has been used unfairly.
- Some of the methods used to ensure work has been completed fairly are:
 - Comparing the work to other pieces of work by the same pupil/student, especially those done in classroom conditions
 - Comparing the work to other pieces of work done by other similar pupils/students
 - Making judgements based on evidence such as the writing style, vocabulary, complexity and structure
 - Holding oral ‘vivas’ with the pupil/student to help assess levels of knowledge and understanding
 - Gaining the ‘second opinion’ of other experienced teachers
- The final decision on if work has been unfairly completed using AI, or other sources, will be made by class teachers, subject leaders and where necessary Head of Key Stage and/or Assistant Head Teacher (T&L).

This said, the use of AI is not always unacceptable when working on assessments. Just like other resources, if properly referenced and used within the guidelines set out by teachers, it can be a valuable tool for research, planning and preparation. However, pupils/students must demonstrate that the work produced shows their own knowledge, skills and understanding. They cannot simply rely on AI to complete the work for them.

When AI is used in this way it should be appropriately referenced. References should include screenshots of the prompts and outcomes to be clear and transparent on how it has been used.

If pupils/students have any doubts or questions about appropriate use they should speak to their teachers before progressing.

Final guidance on this will come from class teachers who can be specific about the appropriate use of AI for each individual task.

If a teacher has suspicions of the misuse of AI in the “development stage” of a pupil/student’s work they should initially raise this with them. If it is agreed that the work would be considered misuse, the pupil/student will be given the opportunity to rectify this by removing the inappropriate use and completing the work within the guidance given. Parents/Guardians will also be informed at this stage. If the work still contains potential misuse at the time of final completion and submission, then the teacher will be forced to declare the work to be a breach of guidelines and therefore malpractice.

Governors should also follow the above guidance when potentially using AI to support their role. Whilst there may be benefits in using AI to help summarise reading, ask questions and support research, Governors must avoid submitting to AI any material that may contain sensitive school information such as head teacher reports, result analysis or unpublished policies.

Protecting data, pupils and staff

All users need to be aware that AI systems store and learn from the data it is given. Any data entered (in whatever format) should not be identifiable.

Users of AI should consult the school's data protection policy and lead when considering using AI in this way. All users of AI need to be aware of the potential for misinformation, deception and fraudulent use of the technology. If there is any doubt, users should always seek guidance from the school's AI lead, IT department, data protection or HR teams.

Schools should not allow or cause intellectual property, including pupils' work, to be used to train generative AI models, without appropriate consent or exemption to copyright.

The school's safeguarding, cyber security, filtering and monitoring is used to protect children from accessing or creating harmful or inappropriate content through the use of AI.

Governance, oversight and future development

The school's use of AI will be overseen by Ben Edwards (Assistant Head Teacher (T&L)), supported by colleagues from IT, data protection, HR and safeguarding teams.

A team of AI 'Champions' have been formed to help share best practice and continue to contribute to the promotion and development of AI in the school. This team is made up of both teaching and support staff.

The governing body will take overall responsibility for monitoring this policy and holding the headteacher to account for its implementation in line with the school's AI strategy. They will also ensure that the school's AI lead (Assistant head teacher (T&L) is appropriately supported to make informed decision regarding the effective and ethical use of AI in the school.

The data protection officer (DPO) is responsible for monitoring and advising on our compliance with data protection law, including in relation to the use of AI.

Our DPO is Matthew Scantlebury and is contactable via mscantlebury@thecotswoldschool.co.uk

The school's safeguarding lead is responsible for monitoring and advising on our compliance with safeguarding requirements in relation to the use of AI.

Pupil voice will also be used to better understand the use of AI by our pupils and to gather ideas of how best it can be further developed appropriately.

Ongoing professional development will be offered to support teaching and support staff in the use of AI technology.

If parents/carers or pupils have any concerns or complaints about potential unfair treatment or other negative outcomes as a consequence of AI use, these will be dealt with through our usual complaints procedure.

We encourage staff and governors to speak to the headteacher in the first instance if they have any concerns about a proposed use of AI, or the use of AI that may have resulted in errors that lead to adverse consequences or unfair treatment.

This policy will be reviewed annually due to the rapidly growing and developing nature of this field. Given how quickly this area is changing, it may be necessary to make judgements about the school's use of AI in an ongoing manner, ahead of annual updates to this policy.

Links to other policies:

Child Protection and Safeguarding

Data Protection

E-Safety and Social Media

Examinations Policy

Promoting Positive Behaviour

Special Educational Needs and Disabilities (SEND)

Teaching and Learning

Please also see the [PSHE](#) curriculum on the school website