

Artificial Intelligence Policy for Staff and Students

Bolder Academy

390 London Road, Isleworth, Middlesex TW7 5AJ
Registered in England and Wales No: 08932893
Artificial Intelligence Policy for Staff and Students

This policy is called:	Artificial Intelligence Policy for Staff and Students
It applies to:	All staff at Bolder Academy
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Background to the policy

Although Data Protection law does not specifically define or discuss the guidelines for Artificial Intelligence ('AI'), the guidance from the Information Commissioner's Office and the UK government defines it as using non-human systems to imitate human intelligence.

In this time of constant development and increased usage, there is a need to provide an awareness of how AI will be used by the school and the guidelines for usage by Students, especially if being used to complete school work.

For more details, see the JCQ booklet – *AI Use in Assessments: Protecting the Integrity of Qualifications*

Roles and Responsibilities

Senior Leadership Team

The Senior Leadership Team holds the responsibility for the implementation and oversight of this policy. They ensure that the school's use of generate AI aligns with its educational objectives, legal obligations, and ethical standards.

The Senior Leadership Team is also responsible for promoting an organisational culture that values responsible AI usage, maintaining a balance between innovation and ethical considerations. They will work collaboratively with teachers, Students, and experts, ensuring that all AI processes adhere to the policy.

Senior Management Team will set out guidance for teachers for the ethical consideration of AI use and best practice in the classroom.

Teaching Staff

Teachers play a pivotal role in the successful implementation of generative AI technology. They should use the AI tools provided for enhancing pedagogical techniques and improving pupil engagement. It is their responsibility to guide Students in using these tools responsibly, whilst encouraging a climate of academic integrity.

Furthermore, they need to stay informed about advancements in the field of generative AI and adapt their teaching practices accordingly.

Plan how to prevent AI misuse in assessments

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- If possible, find time for students to complete work under exam-like conditions/in class to help you understand the standard they are currently working at.
- Talk to students about their work to check their understanding on an ongoing basis – before you start marking.

You are responsible for confirming the authenticity of students' work!

Communicate the approach to students and parents/carers

- Be clear about when and if students can use AI tools.
- If the qualification rules allow the use of AI tools, make sure students know how to reference clearly.
- Remind students that any content produced using AI must be referenced and cannot be given marks – and a failure to reference use of AI is malpractice .
- Make sure students and parents know that misusing AI is **cheating** and a form of malpractice. The consequences are severe – they could lose the marks for the assessment or even be disqualified from the subject.
- Stress the importance of the candidate declaration (which references AI use) when they submit their work for assessment.

If you suspect AI misuse...

Only accept work for assessment you consider to be the student's own:

- Compare with previous work for differences in quality, formatting, spelling, punctuation, grammar, vocabulary and tone.
- Look out for AI indicators, for example, language style, lack of local knowledge, confidently wrong statements.
- Consider the use of AI detection tools and discussing the work with the student as part of a holistic approach.

IF YOU FIND AI MISUSE

- If the student hasn't signed the declaration form, follow your school or college's malpractice policy.
- If the declaration form has already been signed, report to the awarding body.

Students

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Students are central stakeholders in this policy, with their intellectual curiosity, creativity, and learning experiences shaping the need for generative AI in our school. They are expected to use AI-generated resources responsibly and abide by the ethical use guidelines outlined in this policy. They are encouraged to embrace the concept of originality while using generative AI and to report any misuse or concerns to the relevant authorities in the school.

It is essential for everyone involved to play their part to ensure the integration of generative AI technology into the school environment, maintaining its focus on enriching learning experiences and upholding ethical standards. As generative AI continues to evolve and mature, so should our understanding of its potential benefits and challenges. The team strives to make our educational establishment an example of excellent, inspirational 'generative AI-enhanced' learning.

Staff usage of AI

We encourage the informed and responsible use of generative AI applications by staff in carrying out identified business activities. Staff will comply with the terms of the workforce specific policy when using generative AI to carry out business activities.

We encourage the informed and responsible use of authorised AI applications by staff, for the following business purposes:

Use by Teacher	Considerations
Drafting ideas for lesson plans and other activities	The output may be factually incorrect or lack sound pedagogical foundations. Nonetheless, it may be a useful starting point
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
Detecting whether work is written by AI	ChatGPT might claim it can detect whether it wrote text, but it can't.

Student Assessments and Reports

Where individual feedback is given for student's work, AI should not be used for this purpose.

Student usage of AI

Students and Parent/Carers agree through the 'Home School Agreement' to ensure appropriate usage of AI and they are reminded of the permitted usage along with an outline of what classes as AI misuse.

The school permits pupil usage of AI in the following circumstances:

Use by Student	Considerations
To formulate ideas, for example, creating essay structures	Generative AI tools are generally effective in producing outlines as a starting point for an assignment
To provide feedback on writing	Generative AI will proofread and correct text for students, in a similar way to grammar tools. It will also provide feedback on style and content. Students will need clear advice on when this should be declared
As a research tool	A good understanding of the tool and its limitations is crucial here, particularly the tendency for generative AI to give misinformation. Students need guidance about the correct usage of AI and how this should be referenced to avoid pitfalls of plagiarism and malpractice.
Generating images to include in assignments.	The best image-generation tools come at a cost, and students need to be aware of copyright concerns
Support for students with learning difficulties such as interactive features and individualised learning materials	Approach will need to be carefully balanced to enable students to reach their full potential.

Integrity and Avoidance of Plagiarism

Plagiarism is a serious offence. It is important that the work students produce is reflective of their understanding and knowledge. Students must not represent AI-

generated content as their own original work. Instead, it should serve as a tool to stimulate their ideas and enrich their assignments while upholding the values of honesty and integrity.

Where AI is permitted, it must not be misused in accordance with this statement. 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 pupil'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 pupil'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; or
- Submitting work with intentionally incomplete or misleading references.

Therefore, pupils must ensure that any information cited within schoolwork found using an AI system or software, must be referenced in the same way any other article or quotation would be. The Joint Council for Qualifications have confirmed that pupils must show the name of the AI source used and should show the date the content was generated

Students must always clearly credit/acknowledge the use of known AI technology in their work when they have actively engaged with it, the use of the particular AI model, as well as the prompts used.

Any breach of these rules will be dealt with in line with our behavioural and malpractice policies.

Embracing Originality

Generative AI is a powerful tool for aiding learning but should not be considered a replacement for effort and original thought. Students may use AI to help generate ideas and structure assignments, but the critical analysis, reasoning and argumentation should be demonstrably their own. If using generative AI, students should aim to enhance their original contributions, not replace them. Students are required to

These provisions ensure that all members of the school community, including teachers, support staff and students, use generative AI technologies ethically and responsibly. As we navigate the digital age, we reaffirm our commitment to uphold our core values and promote a culture that respects academic integrity and champions original thinking.

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There may be occasions where students are specifically requested not to use AI tools (in order to assess knowledge or support research skills etc). In these circumstances it's misuse will be considered within the student behaviour and malpractice policies listed in this document.

Data Protection

Where personal data is used with AI applications, an ICO risk assessment and/or data protection impact assessment ('DPIA') should be carried out to ensure transparency in how AI will be used and what mitigating steps have been taken to reduce any potential risk of harm to students, staff and any other data subjects whose data might be shared with the authorised systems.

Personal information should never be uploaded into any system where risk assessment and contracts are not in place to ensure GDPR regulations are met AI services like ChatGPT are no exception

Data Breaches

If at any time you feel a data breach has occurred in relation to data used, stored or shared with the AI system, please refer to the schools Data Breach Policy and/ or notify Kate Biant, Data Protection Officer so that this can be investigated.

Related Policies

Students and parent/carers can refer to the following policies that are related to this AI Policy:

- Data Protection Policy
- Data Breach Policy
- Privacy notice for parents and Students.
- IT and any related communications policies
- Malpractice in Exams, NEA's and BTecs
- Teaching, Learning and Assessment Policy
- [JCQ Guidelines: AI Use in Assessments](#)

These are available to view on the school website bolderacademy.co.uk.

Policy Review

This policy will not remain static. It will evolve alongside advancements in generative AI technologies and changes in regulatory landscapes. Bolder Academy will regularly review and update this policy to reflect new knowledge, learnings, and best practices in the field of generative AI in education.

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