



## Artificial Intelligence Policy

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## **1. INTRODUCTION**

**1.1** This policy covers any generative Artificial Intelligence tool (i.e. the specific type of AI that is capable of creating new data/content similar to that which humans can produce), whether stand-alone products e.g. ChatGPT, or integrated into productivity suites, e.g., Microsoft 365 and Google Workspace. This policy relates to all data/content creation, including text, artwork, graphics, video and audio.

**1.2** This policy will be reviewed at least once each academic year and updated to reflect advancements in technology and best practice.

**1.3** This particular version of the policy might be renewed sooner than 12 months due to the fast changing nature of AI and/or when Lancashire Local Authority publish a model policy for schools to personalise and adopt.

## **2. WCHS AI VALUES**

**2.1** We will harness the power of AI to enhance education, support pupils and create inclusive learning environments in accordance with the following underlying principles:

- **Legal compliance:** Importantly, our AI use at all levels will be in accordance with our legal obligations, including (but not limited to) adherence to data protection law, intellectual property and confidentiality obligations.
- **Transparency:** We will be transparent and accountable in our AI decision-making processes.
- **Ethical Use of AI:** We believe that these technologies can greatly enhance teaching and learning, but they must be used in a manner that respects individual rights, promotes fairness, and prevents discrimination. When using AI, we will be mindful that AI can be inaccurate and biased, and may amplify existing biases and discriminatory viewpoints which are already prevalent online. We will be vigilant about identifying biases that derive from the data/content AI has been trained on or the ethical overlay that humans may have added.
- **Academic rigour and integrity:** While recognising and utilising the power of AI for educational benefits, we will also acknowledge its limitations and seek to combine the best of what AI can do with the creativity, intuition and understanding that only human beings are capable of, cross-referenced with verifiable sources of information.
- **Equality 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 students to use it responsibly.
- **Student Empowerment:** AI should encourage active engagement, independent learning, and the development of skills and dispositions for life. The capacity of AI to stifle independent thinking and creativity and to 'steal the struggle' from students is acknowledged and should be avoided.
- **Creative Collaboration:** We should embrace AI's opportunities to work together to be independent creators, not just content reproducers.
- **Responsible Innovation:** We will use AI responsibly and thoughtfully, considering the potential benefits and trade-offs associated with AI, such as its impact on our brain development and learning.

- Shared Learning: We will share the burden of ongoing research, development, and creating ethical guidelines around new tools with our staff and students. We will create safe spaces to ideate and discuss the risks and opportunities around AI.

### **3. STUDENTS' USE OF AI**

**3.1** Unless specifically told not to, students can use AI tools to generate data/content (text, video, audio, images) subject to the principles set out below. There are situations and contexts within the school where they will be asked to use AI tools to enhance their learning and to explore and understand how these tools can be used.

**3.2** Conversely, there are situations in which the use of AI is forbidden, and the tasks will be framed in a way that prohibits/avoids using AI tools, such as working offline or under supervised conditions.

**3.3** In general, students must understand the following principles:

- AI tools used in academic work must not be used for cheating, plagiarism, or any other unethical behaviour.
- AI tools must not be used to impersonate individuals or organisations, in a misleading or malicious manner, or to generate content that is unlawful, harmful, or offensive.
- Use of AI tools and data/content created using such tools must comply with the following policies: Prevention of Bullying and Unkindness Policy, Behaviour Policy and Acceptable Use Agreement.
- AI-generated content should not be considered a substitute for pupil effort or original work. Students are required to put in their own effort to understand the material and produce unique content.
- It is the responsibility of students to verify the accuracy of information received from any AI sources (including search engines) used.
- Students must always clearly credit/acknowledge the use of known AI technology in their work when they have actively engaged with it, including the use of the particular AI model where possible.
- Students should be aware that some AI tools run in the background of certain software and programmes and pupils may not even know they are there. Students must also be mindful of the rights of any third parties and avoid infringing those rights, for example by using trademarks or other content. It is also preferable that students trace the sources that the AI tool itself used to generate the response where possible (and students should be encouraged to do so accordingly).
- Aside from internal schoolwork and assessments, students must also be made aware that non-attribution of AI help/content in their work submitted that may count towards an external qualification (e.g. coursework) is malpractice and may have to be reported to the exam board, leading potentially to disqualification from that unit, that qualification or all qualifications with that exam board (see JCQ regulations in Section 5).
- Students must maintain confidentiality in their interactions with AI tools and must not disclose any confidential or personal information about themselves or any other people to the AI model since then the information may be in the public domain and accessible to others. Additionally, students should not use AI tools for advice on

emotionally/socially complex problems or other sensitive issues (for example, medical diagnoses or wellbeing concerns).

- Students who breach this policy may face disciplinary action by the school.

#### **4. STAFF USE OF AI**

**4.1** In some situations, staff may find it helpful to use AI but the following principles must be complied with:

- All uses must be transparent and honest – staff must not pass off AI-generated work as their own but acknowledge to colleagues and students alike the extent of AI assistance, and where possible give the sources that the AI model used, just as pupils are asked to do.
- AI tools must not be used to impersonate individuals or organisations, in a misleading or malicious manner, or to generate content that is unlawful, harmful, or offensive.
- Use of AI tools and data/content created using such tools must comply with the following policies: Staff Code of Conduct and the Acceptable Use Agreement.
- AI must not be used to help generate official school pupil or parent-facing correspondence without clearance and checking from an appropriate school leader.
- AI must not be used to mark or help assess work without being transparent about this both to the student(s) concerned on each occasion and to the Teacher in Charge and/or Director of Learning. Staff must use appropriate discretion and due diligence to assess whether information obtained from generative AI tools infringes upon any third party rights (for example, branding, logos or third party academic output) and refrain from using such material.
- The school will not be responsible for any infringing use.
- Staff must not give an AI model any personal or professional confidential information about themselves, the school, other staff members, pupils or their families. Additionally, staff must not use generative AI tools to attempt to resolve emotionally/socially complex problems or other sensitive issues (for example, medical diagnoses or wellbeing concerns) in a school context.
- No information about school events or trips using specific locations, or information that makes the school or any individual identifiable, for example to help write risk assessments, may be put into an AI tool.
- Staff must not input any proprietary and/or confidential information belonging to the school, other members of staff, or students on AI tools. Aside from personal information (which is discussed above), such information includes (but is not limited to): financial materials, images of the school/school materials, other intellectual property, or commercial information.
- Staff must not use AI tools to make pupil or other workplace-related decisions that could have significant educational, legal, social or other similar effects (for example, disciplinary, academic assessment, or employment-related decisions).
- Staff must be aware of the potential biases and inaccuracies of generative AI tools and inform students about these risks.
- Staff should familiarise themselves with the guidelines about AI use and the potential of AI tools, since even if an individual does not use it, our students will be.

- Have a responsibility to ensure, if AI is used, sensible and appropriate use, and to have read the JCQ guidelines in full (as summarised below). If in doubt about whether use of AI is advisable or allowable, consult colleagues and ultimately your line manager.

## **5. JCQ (UK EXAM BOARD) GUIDANCE ON USE OF AI IN ASSESSMENTS**

**5.1** These are extremely strict and working in subjects with non-exam assessments (NEA) at any level should read the whole policy and familiarise themselves with the contents (as may be amended from time to time): JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of-Qualifications.pdf

**5.2** The document's executive summary outlines the salient points which staff must bear in mind: "While the potential for student artificial intelligence (AI) misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not; centres will already have established measures in place to ensure that students are aware of the importance of submitting their own independent work for assessment and for identifying potential malpractice. This guidance reminds assessors of best practice in this area, applying it in the context of AI use".

**5.3** The guidance emphasises the following requirements:

- As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres (<https://www.jcq.org.uk/examsoffice/general-regulations>), all work submitted for qualification assessments must be the candidates' own;
- Candidates who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions;
- Candidates and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice;
- Candidates must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the candidate and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded (please see the Acknowledging AI Use section of the full policy);
- Assessors must only accept work for assessment which they consider to be the candidates' own (in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres); and where have doubts about the authenticity of candidates work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action.

**5.4** The JCQ awarding organisations' staff, examiners and moderators have established procedures for identifying, reporting and investigating pupil malpractice, including the misuse of AI.

**5.5** The JCQ awarding organisations are continuing to monitor developments in this area and will update this guidance when appropriate. The Examinations Officer will alert staff to any updated guidance as and when necessary.

## 6.1 Appropriate use of Artificial Intelligence at WCHS

As with any technology, AI can be used to support learning or it can be detrimental to the learning process. The following give some suggestions for how AI might be used appropriately and some examples of inappropriate use. This list is not exhaustive and never could be given the nature of this rapidly advancing field.

Fundamentally, you should be considering the purpose of any assessment; apart from the final GCSE, BTEC or V-CERT examinations, assessments within school are formative and designed to give you and your teachers useful information which can be acted on. It is the learning process that is important so you should ask yourself whether the AI is helping you with that process or if it is outsourcing the hard thinking. If in doubt, ask your teachers!

Example	Comments
Posing an essay question to an AI and then passing this off as your own work	This is plagiarism and is unacceptable.
Posing an essay question to an AI and making edits before submitting this to your teacher	This is still plagiarism (although better than the example above). In this case the majority of the hard thinking has been done by the AI so even if the product here is better than what you could have produced yourself, you are not gaining any information on how you might improve your work in the future.
Providing the AI with some bullet points to include and asking it to create an essay	Given the purpose of an essay assignment at school is to assess your ability to include relevant information and construct a coherent argument, outsourcing the hard thinking on the construction of the argument would not be an appropriate use of AI. In this case, you are better off submitting your bullet points to your teacher and seeking advice on essay structuring.
Ask AI to provide statistics or evidence to back up your arguments	Caution required here. AI can 'hallucinate' and it is often difficult to find out where it is getting its information.
Write a first draft of an essay, ask AI to critique and give feedback, then rewrite the essay based on the feedback	This would be a good way to use AI but should be used with caution. Firstly, it is important you put sufficient effort into the first draft - it should be something you would be happy to hand in to your teacher. Secondly, you must be confident that the AI is assessing your work using the same criteria that your teacher would.
Use AI to generate retrieval practice questions	This could be a good way to use AI but has the potential to lead you astray. You would need to be confident that the AI was asking questions on important information and that it hadn't made any factual errors. The time spent going back and forth with the AI and checking the questions might be better off spent elsewhere.
Asking an AI to translate a passage into English	This depends on the purpose. If this translation has been set by your Spanish teacher to assess your understanding of Spanish, then this would be unacceptable. If, on the other hand, you have come across a source of information in another language that you think might be helpful for a research project then this might be an acceptable use.
Asking AI to produce a summary of longer texts	This would be a good way to do some initial research, for example, to find out whether the longer texts are appropriate. However, it is then really important you go back to the relevant documents to read in depth as the summary may have missed some of the subtleties of the argument.
Asking AI to explain a concept you are finding tricky	This would be a good way to interrogate your own understanding of a topic as you can have a conversation with the AI and ask it to elaborate or re-explain using different examples. However, it must be used with caution and you must always check your final understanding against other sources of information such as your teacher.
Using AI as a dictation tool	This would be a really good way to use AI as speaking is usually quicker than typing. You could explain a concept to the AI and get it to produce a verbal transcript or a summary. If you don't understand the summary it produces, you probably don't have as good a grasp of the concept as you think.
Use AI as a way of generating multiple different ideas	This would be a good way to use AI as it may come up with ideas that you wouldn't have thought of yourself. The important thing is that you then use your own knowledge and understanding, or other sources of information, to evaluate the different ideas.
Ask AI to provide some suggestions for further reading around a topic	This would be a good use of AI, particularly if you give it some detailed prompts.
Talking to an AI in a foreign language for extra practice	This would be a great way to use AI though bear in mind that some of the information it includes in its conversations may not be factually correct