AI POLICY

2024-2025

1. Brief Introduction to AI

AI has been prevalent in various aspects of life, including social media algorithms and online shopping, for several years. However, towards the end of 2022, AI in the form of ChatGPT and others became freely accessible online. This chat function, equipped with internet access, swiftly generates human-like responses to questions and problems. There are AI tools that can be used to generate images, write computer code, translate text between languages, generate ideas or suggestions and write text with a specific tone or sentiment.

The continuous emergence of new applications and advancements in AI suggests its lasting impact on various facets of life, including education and the world of work. The potential advantages of using AI in school are significant, including the ability to personalise learning, improve student engagement, aid efficient administration, analyse data, improve accessibility, and help with inclusion. AI will provide an opportunity for us to emphasise life skills, creativity, health, and personal development.

There are risks and threats posed by AI but also huge opportunities and advantages. This document will provide a guidance and framework for the school's strategy with AI which will no doubt adapt and change as regulation, guidance and advancements evolve.

This policy aims to establish guidelines for the appropriate use of generative AI in school work. Generative AI refers to software that uses machine learning algorithms to produce outputs, such as text or images, that are similar to those created by humans. While generative AI has the potential to be a valuable tool for students, it can also pose ethical and academic integrity concerns. This policy aims to ensure that the use of generative AI is in line with the values and goals of the school.

Key themes that this policy outlines are

a. Academic Integrity: The use of generative AI is not a replacement for independent thinking and original work. Students must ensure that they cite any sources used in conjunction with generative AI to produce their school work. Any form of plagiarism, including the use of generative AI to produce original work, will be subject to disciplinary action. Students are responsible for their use of generative AI and are accountable for any academic misconduct that arises from their use. Teachers may ask questions to find out about AI use or request that students provide evidence of their use of generative AI.

b. Appropriate Use: Generative AI must be used only for appropriate and educational purposes. Any use of generative AI for malicious purposes, such as the creation of offensive or defamatory material, is prohibited.

c. Informed Consent: Students who use generative AI to produce their school work must have the informed consent of their teachers. The school will provide guidance on how generative AI may be used in conjunction with course requirements, including proper referencing in line with JCQ guidance.

d. Privacy and Security: Students must take measures to ensure that their use of generative AI is secure and does not compromise the privacy or security of any individuals. This includes protecting personal data and ensuring that the use of generative AI does not violate any privacy laws.

This policy will be reviewed frequently and at the most annually by the school to ensure that it remains relevant and effective in the context of changing technology and academic standards. Any proposed changes to the policy will be communicated to all stakeholders before being implemented.

2. **AI Tools**

It is difficult to list tools at any stage as there are thousands and the number is increasing exponentially at present. There will be a stage in which this settles down and the more effective tools will be absorbed big Tech companies. Tools will also become embedded in apps that we use regularly. In the meantime, all we can do is try out tools that have been vetted and tested by teachers. A list of approved tools for education can be found here http://aieducator.tools . During 2024 Microsoft co-pilot has emerged as the most likely tool for use at Seaford as we use Microsoft for much of our digital strategy already.

3. **AI Literacy and Concerns – Building a Curriculum**

We need to educate students, parents and staff on how AI works and the pitfalls and promote academic integrity while acknowledging how positive and powerful a tool it can be. This approach has now been confirmed by the Department for Education and the House of Lords select committee on AI.

We need to be aware of the pastoral concerns that AI could magnify – cyberbullying, deepfake, inappropriate use and even attachment. AI is on snapchat; students are using it for relationship advice, for example

The ability to work with AI will be a strength and a skill – arming students with this will be important in a changing world of work. Skill in working with AI – including prompt engineering should be seen as an extension of literacy. The better the prompts/questions/instructions the better the outcome.

Students and teachers should be aware that developing skills, values and character will be more important to their chance of future success as AI will be able to do more faster. Schools should look to focus more on oracy, creativity, critical thinking, collaboration, leadership, community, physical and mental health, empathy, manual skills, nature, the arts – all things that we already offer and will become more valued. Schools will still need to be a safe place for children in an uncertain world even though the ability to learn outside of school will be greater.

Students are introduced to machine learning and potential issues in Key Stage 3 and create a learning model to solve a problem. This will be delivered in ICT & Computing. Students in the Prep School who fall under the age of 13 will be introduced to AI under direct supervision with guidance from Key Stage 2 curriculum leads in consultation with the Director of Innovation.

The following key areas will be taught as part of P.D by tutors/assemblies for Year Groups 9-13, but over time these may become embedded in subject curricula. Some may also be accessible on FireFly/OneNote for reference as it will be impossible to cover everything.

Introduction

a. What AI is, where we are now and where things are headed.
b. Types of AI and their strengths and weaknesses
c. Artificial General Intelligence (5-20 years away). New models are being developed that will lead to even more radical advances in aiding machine advancements beyond human-level intelligence.
d. Basic terminology and acronyms.

Practical Applications

a. Basics of prompting, managing AI hallucinations and factual inaccuracies, proper use of plug-ins, and Co-pilot tools. Students should also learn how to use the tools to support academic research, generate outlines, brainstorm ideas, write better emails, and organize information.
b. Follow the policies of their school and related exam boards.
c. Privacy and GDPR. Large Language Models (LLMs) create privacy concerns related to data collection and retention when users interact with the systems.
d. Different AI tools, capabilities between the different tools,; chatbots, language translation tools, text-to-voice, text-to-image and text-to-video. The differences between them, as well as what to use them for and not use them for, which ones have added internet-based search and plug-ins and which ones do not.
e. Age related supervision. It is recommended that students under 13 use AI under adult supervision.
f. Communication and literacy/oracy. AI is not simply another piece of technology. It is a technology that we will interact with, not simply something that produces output as a search engine does. Just as we need to learn to interact with other people, we are going to need to learn to interact with AI.
g. Computer skills. While not everyone will become a programmer, understanding the basics of coding can help students understand how AI works.
h. Students will be invited to take part in developing AI skills in a dedicated co-curricular activity.

Negative Societal Impacts

a. Job disruption. It is a reality that many jobs will be lost to AI and that many jobs that exist now will not exist in the future. New jobs will exist as a result of AI and the knowledge and skills required by employers will radically change. Employers are already starting to replace workers with AI, and employers want students with ChatGPT skills. Solutions to mass unemployment could include Universal Basic Income. There will be an impact on wealth and economic distribution.

b. Fake but realistic images, voice and videos can be generated that are indistinguishable from what is real, resulting in liar's dividend (bad actors benefitting from misinformation.)

c. Language plays a significant role in human communication, and generative AI makes it possible to present a system of information that has been language-configured in a dynamic and interactive way that makes it more compelling and increases the potential for manipulation. This could impact on voting and elections in the future.

d. Emotional connections to bots. Anthropomorphized AI makes it possible for individuals to develop relationships. This problem might be adult, but it is becoming more and more of a problem for social media applications for students, for example Snapchat.

e. Cyberbullying. Generative AI increases the risk and impact of cyberbullying. Automatic creation of harassing or threatening messages, emails, posts, or comments on a wide variety of platforms and interfaces and their rapid dissemination.

f. Possible use by governments for surveillance or future warfare.

g. Superintelligence and existential risks. We need to accept the reality of these considerations and directly discuss them with students.

h. Environmental impact. The use of generative AI uses large amounts of energy and water, and we need to be aware of this and use it consciously.

Potential Positive Impacts

a. Economic growth. Integration of AI is likely to result in massive gains in productivity that will radically increase economic growth, creating the potential for a global reduction in poverty.

b. Health care. AI is leading to medical innovations that will result in a radical increase in life spans through interventions, such as the development of MRNA vaccines. Thanks to an AI-driven breakthrough, a paralysed man was able to walk again.

c. Environment. AI has the potential to lead to advances in fusion energy that will radically reduce SO_2 and CO_2 emissions. It could lead to great advances in energy efficiency.

d. Education. Generative AI bots have the potential to make education available to hundreds of millions of students worldwide who lack access to it. These tools can also function as tutors to radically expand individual tutoring opportunities for hundreds of millions of students in the developed world.

Broader Ethical Issues

a. Discrimination. Since LLMs are trained on the corpus of human history, they can recreate patterns of discrimination. For example, since there have been more male CEOs than female CEOs throughout history, both text-based descriptions and images of CEOs are likely to be male. It is likely to represent teachers as women and BAME individuals as people living in poverty. These previous issues relate to generative AI. Predictive AI models may also contribute to discrimination by, for example, predicting that a BAME individual will be more likely to commit a crime.

b. Intellectual property. LLMs are trained on the work of hundreds of millions of people throughout history. Revenue is generated from the output of the training, but no compensation is given to those whose original works were used. Moreover, art rendered through generative AI tools enjoys only limited protection under copyright law.

c. Energy. LLM queries and returns require a lot of energy from computers that depend on electricity, accelerating climate change.

d. Labour. There is criticism of OpenAI for employing thousands of people in the developing world and paying them only a few dollars an hour to look at horrible images and text passages and filter them out. This is what prevents pornographic images and text from appearing in the output.

e. Education disrupted. The quality of the output produced by AI will only increase over time and the ability of teachers to determine if it was written by AI is rapidly declining, as AI can be trained to write in the student's own voice.

f. AI denial. Generative AI bans in schools are arguably widening the gap between private schools that are allowing access and public schools that are denying it. Are schools obligated to teach students how to use it?

g. Ethical obligations to support the benefits. AI has the potential to deliver tremendous benefits in education, poverty reduction, and workload reduction. What ethical obligations exist to both distribute these benefits and train students to be aware of them?

h. Legal rights. If AIs become sentient and/or conscious, should they be afforded legal rights?

<u>Questions Related to What Makes Us Human</u>

a. As machines develop more and more intelligence capabilities that approximate human-level intelligence capabilities, there will be more and more discussions about what makes us human. How are we different from AI, and why are we uniquely special?

4. AI Misuse and Assessments

As has always been the case, all work submitted as part of BTECs, GCSEs, A Levels and any other formal assessments must be the students' own. While AI will likely become a common tool in the workplace in the future and will inevitably contribute towards students' learning, retention of knowledge and creativity, it is important that – for the purposes of demonstrating knowledge, understanding and skills for qualifications – students do not rely on AI.

There are examples of assessments, often non-examined assessments (NEA), where use of the internet is permitted. In these circumstances, students must be able to show that the final submission is a product of their own independent work and thinking. Where AI tools have been used as a part of the work towards the submission, these should be correctly referenced.

As a school, we will be adhering to all JCQ guidelines on the use of AI within every kind of assessment, and use/misuse of AI will be referred to in the school's plagiarism guidance, which came into effect in January 2024.

It is worth noting that AI developments and capabilities are already significant and improving so rapidly that the guidance and references in this document will be outdated. It provides a breakdown of JCQ guidelines for 2023. The latest guidance (Feb 2024) is available to read here: AI-Use-in-Assessments_Feb24_v3.pdf (jcq.org.uk) .

Students and teachers should already know the following:

- All work students submit for qualification must be the students' own.
- Students 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.
- Teachers and assessors must only accept work for assessment that they consider to be the students' own.
- Where teachers have doubts about the authenticity of student work submitted for assessment they must investigate and take appropriate action.

What Is AI and How can Students Use It?

AI has been around for a few years in many aspects of life, but at the end of 2023 open-source AI was accessible online for free. The most common interface is a chat function that generates responses to prompts. With the internet at its disposal, it is able to quickly create responses to questions including book summaries, essays, poems and reports. The systems are designed to be humanlike in response and therefore can be used to easily and quickly generate work for students that is not their own. There are plagiarism detection tools (also AI) such as *Copy Leaks* (not free and still new) and *Turn it in,* but the reality is there is no proven way of detecting AI generated work every time. This is because AI can generate responses in a particular style and can be prompted to refine text and works by generating the next word on a probability basis meaning that the same question will often yield slightly different responses.

There are new AI applications coming out almost daily that can generate images from text, presentations with minimal prompt, animations from text, and much more. One growing area of AI tools that could be misused claims to complete homework or other tasks from images of problems. Homework policies within departments will have to be reviewed in order to maintain the integrity and purpose of prep set.

Issues

- Academic Integrity – if students use AI to generate work rather than as a collaboration tool.
- Bias and Reliability – AI responses use information from the internet and therefore are not always correct and could be discriminatory.

AI Misuse

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 the 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

Acceptable Use of AI

Where students use AI, they must acknowledge its use and show clearly how they have used it. This allows teachers and assessors to review how AI has been used and whether that use was appropriate in the context of the particular assessment. This is particularly important, given that AI-generated content is not subject to the same academic scrutiny as other published sources.

Where AI tools have been used as a source of information, a student's acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ChatGPT 3.5 (https://openai.com/-blog/chatgpt/), 25/01/2023. The student must retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used. This must be submitted with the work so the teacher/assessor is able to review the work, the AI-generated content and how it has been used.

Where this is not submitted and the teacher/assessor suspects that the student has used AI tools, the teacher/assessor will need to consult the centre's malpractice policy for appropriate next steps and should take action to assure themselves that the work is the student's own. Below are some ways that the use of AI can be identified; these may change as AI evolves.

How to Spot AI Misuse

- Compare with previous work (writing style, quality, vocabulary, spelling and grammar, American English)
- Lack of reference to events post 2021 (the free version of Chat-GPT only uses information from the internet up to this date)
- Obvious references in the text written by AI about its ability or scope
- Generic or unspecific language or references
- Lack of diagrams/graphs/images where normally there would be.
- Grey boxes around text.
- General decrease in quality as the text goes on.

Reporting Misuse for External Assessment

If suspicions are confirmed and the student has not signed the declaration of authentication, the centre does not need to report the malpractice to the appropriate awarding organisation. The matter can be resolved prior to the signing of the declarations. Teachers must not accept work that is not the student's own. Ultimately, the Head of Centre has the responsibility of ensuring that students do not submit inauthentic work. If AI misuse is detected or suspected by the centre and the declaration of authentication has been signed, the case must be reported to the relevant awarding organisation.

<u>Preventing Misuse</u>

Teachers and assessors must be assured that the work they accept for assessment and mark is authentically the student's own work. They are required to confirm this during the assessment process.

- Consider restricting access to online AI tools on centre devices and networks
- Ensure that access to online AI tools is restricted on centre devices used for exams
- Set reasonable deadlines for submission of work and providing reminders
- Where appropriate, allocate time for sufficient portions of work to be done in class under direct supervision to allow the teacher to authenticate each student's whole work with confidence
- Examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages
- Introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the student understands the material
- Consider whether it's appropriate and helpful to engage students in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work
- Do not accept, without further investigation, work that staff suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised
- Issuing tasks for centre-devised assignments which are, wherever possible, topical, current and specific, and require the creation of content that is less likely to be accessible to AI models trained using historic data

5. Use of AI by students in lessons and at home

Students will be required to read and sign the acceptable use policy which covers general misuse of technology and devices.

The unsanctioned use of AI in lessons will be dealt with in the same way as iPad misuse.

The unsanctioned use of AI for prep will be dealt with in the same way as plagiarised prep. See the plagiarism guidance document that has been read by all staff. Plagiarism Policy 2023-24

The use of AI in bullying including production, editing and sharing of images, video or voice will be dealt with in the same way as social media misuse.

6. Staff Training and Use of AI By Staff in School

This is a fast moving and exciting area. As a school, we shall be providing training to staff on how AI can be leveraged for good and how to avoid the inevitable pitfalls that come with any new

technology. We are a year behind some schools and their use of AI. This is no bad thing as there is so much change/noise/new products that some schools will make costly decisions in a bid to be ahead of the curve. Once we establish from others and from trials what works – we can invest in products that will improve outcomes. A formal introduction to AI will be made at INSET in September 2023.

AI is already useful for saving time in producing resources, generating ideas and offering differentiation for teachers, and in the (very near) future, AI will be able to support more efficient personalised learning and allow students to learn at their own pace. AI will keep students engaged and learn content quicker, providing opportunity for more enrichment or the development of skills/values.

Teachers (and other roles) will be worried about the threat of AI to jobs. However, rather than fearing it, they need to work with it to their advantage – the teacher as a facilitator of learning won't be replaced but will be enhanced.

Teachers will be concerned that it will take time, effort and energy – which they have little of - to invest in learning how to use AI. We need to support them but also show them that their efforts will be rewarded significantly, more so than any tech advancement they have had to absorb so far. As AI advances, it will soon become more integrated into apps they already use and become more intuitive. AI is only going to get better.

Throughout 2023-2024 there will be a working group trialling and sharing the use of AI consisting of teaching staff and non-teaching staff from all areas of the school. This will be a group on Teams and there will be updates on developments, literature and tools on the Teams platform. This group will show applications to their colleagues. There will be drop in clinics for all staff who have questions. Over time, departments will be expected to work education on AI and use of AI into their curriculum with support and guidance from the Director of Innovation. This has already started happening with department time during INSET used to explore the use of AI in departments.

Teachers will become familiar with AI basics as part of the PD programme, which will be shared with students.

In 2024-2025, this policy will be updated with how AI might be more integrated into school life once we have had a chance to review options and try various tools. Partnerships have been made with colleagues in other schools to collaborate and share.

If staff use AI tools for any aspect of their role, including parental communication, it will be on the understanding that they take responsibility for the results and ensure that they are happy that it has been used to enhance the quality of their work, for example in checking for errors or suggesting improvements, and they apply critical thinking to the process and the output. Staff will use AI responsibly just as we expect students to do. In using AI responsibly, we would therefore not expect staff to reference their use of AI if they do use it for work purposes unless they choose to, but they are personally accountable for work they put their name to. Staff will be made aware of this via an updated acceptable use policy.

7. **Parents**

AI and the new role of Director of Innovation were introduced to the school in June 2023. Parents will receive updates via newsletter and webinars on the use of AI in school.