Alleyn's AI Values

This policy should be read in conjunction with the Alleyn's School Artificial Intelligence Policy, which sets out the acceptable use agreement regarding the use of AI software and data processing when using the School network.

We will harness the power of AI to enhance education, support students and teachers, and create inclusive learning environments, in line with the School's innovative ethos.

- **Transparency:** We will be transparent and accountable in our use and restriction of AI tools.
- **Understanding AI:** We will commit to understanding both the workings of and proper use of AI tools.
- **AI accuracy and bias:** We will be mindful about identifying biases reflected or created by AI.
- **AI limitations:** While recognising the power of AI, we will be mindful of its limitations.
- **Mental Health:** We will be alert to the potential of AI to impact mental health positively and negatively.

Appropriate Uses of AI in School (for Students)

This policy covers any generative AI tool, whether stand-alone products or integrated into productivity suites, e.g., Microsoft 365 and Google Workspace. This policy relates to all content creation, including text, artwork, graphics, video and audio.

Age-based restrictions

We are committed to exploring the rich possibilities offered by the use of AI in education. However, we are also committed to ensuring that AI enhances and supports pupil's learning, rather than offering shortcuts which prevent the learning of vital knowledge and the practice of fundamental skills. For this reason, and in light of age restrictions set in place by many of the producers of AI technologies, we apply the following age-based restrictions to pupil use of AI:

- Pupils in Years 7-9 are **not** permitted to use text-generating AI tools such as ChatGPT, Claude, Gemini, Copy.ai and similar models, including those incorporated within Microsoft 365 and Google Workspace.
- Pupils in Years 7-9 **are** permitted to use multimodal AI tools such as Dall-E, Midjourney, and the Adobe suite, as well as research tools such as Perplexity.ai.
- Pupil in Years 10-13 **are** permitted to use **age appropriate** text-generating AI tools such as ChatGPT, Claude, Gemini, Copy.ai and similar models, in addition to the multimodal and search tools mentioned above.

Parents and students should be aware of the following age restrictions, which apply to commonly-used AI tools *(updated May 2024):*

- ChatGPT – 18+ or 13+ with parent/guardian permission
- Claude - 18+
- Google Gemini - 18+
- Microsoft CoPilot - 18+ or 13+ with parent/guardian permission

In line with the guidelines above, and unless specifically told **not to** by your teachers, you **can** use AI tools to generate content (text, video, audio, images) that will end up in your coursework, homework, activities and responses. There are situations and contexts within the school where you will be asked to use AI tools to enhance your learning and to explore and understand how these tools can be used.

On the other hand, there are situations in which the use of AI is forbidden.

- Please ask your teacher if you need clarification or have questions BEFORE using AI for any assignment.
- You may use AI programs such as ChatGPT to help generate ideas and mindmap. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. You 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. Image generation models can produce biased or offensive products. **You will be responsible for any content you submit, regardless of whether it originally comes from you or an AI tool.**
- You must indicate which part of the assignment was written or created by AI and which was written or created by you. **You may not submit any work generated by an AI program as your own.**
- The submission of AI-generated answers constitutes plagiarism and violates the School's Academic Honesty Policy. We reserve the right to use AI plagiarism detectors or our academic judgment to identify inappropriate uses of AI.

AI Misuse for Examinations

Our school abides by the JCQ AI Misuse Policy for examinations summarised below.

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.

Academic Values and AI

There will be consequences for breaking our trust in you to use and learn from AI tools responsibly.
- Any plagiarism or other forms of cheating will be dealt with under the School's Exams and Academic Honesty policies.
- Your AI privileges may be curtailed, even when allowed in your coursework.
- The School's policy on Academic Honesty still applies to any improperly cited use of human work or submission of work by another human as your own.
- When it relates to coursework (NEA), pupils will be required to sign authentication statements, and any suspected misuse of AI will be reported by the school to the relevant awarding body.

All cases of academic misconduct will be referred to the Deputy Head (Academic). A link to the JCQ policy is provided here.

AI Use and Misuse: Examples

The examples below are intended to guide your understanding of ways in which AI can be used appropriately as part of your education – as well as what constitutes inappropriate use in light of the School's rules. The examples given are **not** exhaustive. If you are in **any** doubt about whether or not you are using AI appropriately – **ask your teacher!**

Good Use of AI	Misuse of AI
Writing	
Using a text-based generative tool such as ChatGPT, Gemini, or Claude to: - Provide a 'first sentence' starter to overcome 'writer's block' – *so long as you indicate that you've used AI to do this!* - Ask the AI tool to provide a range of essay questions or writing prompts to allow you to practise a particular skill or area of knowledge.	Using a text-based generative tool such as ChatGPT, Gemini, or Claude to: - Generate **any** content which you fail to declare as AI-assisted work. - Provide whole phrases, sentences, or paragraphs, which you interweave with your own writing, without declaring that you've done so. - Using AI writing tools to correct aspects of spelling, punctuation, and grammar, where this forms part of the core learning for the course (in, for instance, English, Modern Languages, or Classics).
Creativity	
Using multimodal AI tools such as Dall-E, Midjourney, Adobe Creative Suite, Synthesia and others to: - Generate striking, funny, original images, sounds, videos, and even speech – *provided that the prompts are yours and that you state you've used AI!* - Combine ideas in ways that go beyond your own technical skills, such as mixing images, music, and video, animating still images, or applying sophisticated digital editing.	Using multimodal AI tools such as Dall-E, Midjourney, Adobe Creative Suite, Synthesia and others to: - Generate any content which you fail to declare as AI-assisted work; - Plagiarize or otherwise disguise the influence of other people's creative work – by, for instance, splicing their work with your own; - Disguising the origins of your work by, for instance, submitting an AI-generated image as a work of original photography.
Mathematical and scientific work	
Using Math/Science-focused AI programs such as Wolfram Alpha to: - Create questions, problems, and tasks to test your understanding; - Visualise mathematical and scientific concepts; - Provide example solutions and work-throughs to build your problem-solving skills;	Using Math/Science-focused AI programs such as Wolfram Alpha to: - Pass off AI-produced solutions as your own work; - Pass off AI-produced working as your own, in order to cut corners in your work.

- Process large amounts of data in complex ways which are impossible to achieve without AI tools.	
Research	
Using an AI-based search engine such as Perplexity.ai to: - Summarise larger amounts of data and research than you could practically process yourself; - Ensure that the search results you gather use credible sources, and ensure that you give credit where it is due; - Conduct research using primary source material such as images, sound recordings or video as prompts.	Using an AI-based search engine such as Perplexity.ai to: - Produce research reports without recourse to primary sources, where you have been instructed to complete the reading and synthesizing of information yourself; - Answer a question in a recall task, whether in class or at home, when you have been instructed to rely only on information you yourself know.
Feedback	
Using a text-based generative tool such as ChatGPT, Gemini, or Claude to: - Summarise a passage of your own writing to check that you've expressed yourself clearly; - Evaluate the success of a piece of work as set against either examined criteria – or criteria of your own choosing; - Demonstrate alternative ways of completing a task that you've already undertaken, to indicate new methods of addressing a question or topic; - Suggest actions that you can take to improve your work when completing similar tasks in the future.	Using a text-based generative tool such as ChatGPT, Gemini, or Claude to: - Provide feedback on a piece completed in timed or otherwise controlled conditions, when a teacher has asked to see your **first** attempt at a piece of work. - Provide unverified and therefore unreliable feedback: check AI's advice with your teacher!