



KING WILLIAM'S COLLEGE

King William's College

Use of Artificial Intelligence (AI) Policy

Policy Developed:: 12/25

Next Review: 12/28 or sooner as required

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1. Introduction and Purpose

a. Statement of Intent:

At King William's College and The Buchan School, we believe new technologies like Artificial Intelligence (AI) can offer exciting ways to help people learn, achieve and surpass their potential. AI can support different ways of thinking and learning, which fits with the school's aim to help all our pupils, to challenge and surpass expectations. However, like any tool, AI has potential risks if not used carefully. This policy explains the rules for using AI safely and properly at our school. We want everyone to benefit from AI while staying safe online. We understand that learning to use AI is a new skill, and staff are here to help you understand and follow these rules. This policy follows the latest guidance from the UK government's Department for Education (DfE) on using technology safely in schools.

b. Definition of AI and Generative AI:

It's helpful to know what we mean by 'AI':

- i. **AI (Artificial Intelligence):** Think of AI as computer programs designed to do tasks that usually need human intelligence. This could include things like understanding language, recognising pictures, solving problems, or learning from information.
- ii. **Generative AI:** This is a specific type of AI that can *create* new things based on instructions (prompts) you give it. For example, it can write text (like stories or answers to questions), generate images, create music, or even write computer code. Examples you might hear about include chatbots like ChatGPT or image tools like Midjourney.
- iii. **AI-assisted:** This is where AI tools are used to help a human with a task, but the human remains in control and makes the final decisions.

c. Scope and Applicability:

- d. This policy applies to all AI use on school premises, using school or personal devices, accounts, networks, as well as any school-related work completed off-site.

e. Core Principles:

When using AI for schoolwork or learning, always remember these key ideas:

- i. **Be Safe:** Protect yourself and your personal information online. Don't share things you should not share. Avoid inappropriate interactions. Report Concerns immediately.
- ii. **Be Honest and Responsible:** Use AI fairly. Don't pretend AI's work is your own. Use it as a tool to help *your* learning, following the teacher's instructions.
- iii. **Be Ethical and Kind:** Use AI in a way that is respectful to others and does not cause harm.
- iv. **Use AI Beneficially:** Aim to use AI in ways that genuinely help you learn and understand things better.

2. AI Values

- a. We will harness the power of AI to enhance education, support pupils and teachers, and create inclusive learning environments. We recognise that AI is a fast-moving technological development and that we will update our AI policy as required.
- b. Transparency: We will be transparent and accountable in our AI decision-making processes.
- c. Understanding AI: AI will soon be a part of most productivity and creativity tools, blending with human output. We aim to guide users to use AI effectively and make good decisions.
- d. AI accuracy and bias: We will be mindful of identifying biases that derive from the data AI has been trained on or the ethical overlay that humans have added.
- e. AI limitations: While recognising and utilising the power of AI for educational benefits, we will also acknowledge its limitations.
- f. Equity and inclusivity: We will consider using AI to broaden our communities, bridge the digital divide, and create a supportive and inclusive AI culture.
- g. Mental Health: We will be mindful of the potential of AI to impact both positively and negatively on mental health and will teach pupils to use it responsibly.

- h. Pupil Empowerment: AI should encourage active engagement, independent thinking, and the development of skills and attitudes for life. The capacity of AI to 'steal the struggle' from Pupils is acknowledged and should be avoided.
- i. Creative Collaboration: We should embrace AI's opportunities to work together to be creators, not just content generators.

3. Appropriate use of AI by Staff

- a. Staff are permitted to explore and utilise AI-based tools and technologies to assist in managing their work. Examples of such tasks may include marking and feedback, report writing, lesson planning, professional development and facilities management. AI can provide valuable support while still incorporating professional judgment and expertise.
- b. AI tools will be used responsibly, ensuring they complement staff professional judgment and expertise, without replacing them.
- c. Staff remain professionally responsible and accountable for the quality and content of any output generated by AI, however generated or used
- d. Staff will receive appropriate training and support to effectively integrate AI into their work, including professional development opportunities focused on AI tools and their effective integration into school administrative and teaching practices. Training and support will be planned as part of staff personal development reviews and appraisals or on an as-needed basis. Staff have a responsibility to identify any training and development needs to ensure they adhere to this policy and should discuss these with their line manager.
- e. AI tools can assist staff in gathering and creating relevant educational resources, creating whole group or personalised lesson plans, generating extension tasks or scaffolded work, and identifying potential knowledge gaps. For instance, AI-based platforms can suggest specific topics or learning activities. Teaching staff are permitted to use these suggestions as a starting point, incorporating their professional expertise to customise the lesson plans and make necessary adjustments to ensure pupil learning objectives are met.

In 3f, g, h and I below, please also consider the importance of Section 7, (Keeping your personal information safe). Take extra care not to give the AI potentially sensitive data.

- f. AI tools can be utilised to automate certain aspects of marking of pupil work, such as multiple-choice or fill-in-the-blank assessments. Teaching staff can use AI-powered marking software to speed up scoring fact-based responses to objective questions, providing more time to support pupils individually.
- g. Teaching staff can also use AI to identify areas for improvement in more subjective written answers. Teaching staff will review and verify AI-generated marks or feedback to ensure accuracy, and add their professional judgment, especially when evaluating subjective or open-ended responses that require deeper analysis and interpretation.
- h. Teaching staff can also support pupils to gain feedback on their work themselves using AI, replicating peer assessment processes. This will allow pupils to receive instant personalised and valuable feedback and improvement strategies on their work, helping to identify misconceptions and gaps in knowledge, as well as helping them develop more structured or creative writing. Teaching staff must play an integral role in this process and continue to monitor the feedback provided, as with peer assessment.
- i. Teaching staff can use AI to assist in writing pupil reports, ensuring accuracy and efficiency while maintaining their professional judgment. Where AI has been used to support report writing, the staff member will always review and modify the AI-generated reports to ensure they reflect their own observations, assessments, and personalised feedback.
- j. Staff can use AI as a starting point to gather relevant information and identify patterns in pupil attainment. Still, they should rely on their expertise to provide a comprehensive and holistic evaluation of each pupil's progress. By using AI responsibly in pupil progress analysis, staff can streamline the process, save time, and ensure consistency. However, they remain the key

decision-makers in evaluating and providing feedback on pupils' academic achievements and overall development.

- k. Where staff use AI as part of their work, they will be clear where it has been used and what additional professional review or revision has been carried out. Staff will not use school AI tools or data for personal gain or for any means in contravention of applicable laws.

4. Appropriate Uses of AI in School (for Pupils)

- a. This policy covers any generative AI tool, whether a stand-alone product or integrated into productivity suites. This policy relates to all content creation, including text, artwork, graphics, video and audio.
- b. Unless specifically told not to by your teachers, you can use AI tools to generate content (text, video, audio, images) for your school work. 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.
 - i. You may use AI programs to help generate ideas, to research, to organise your thoughts, for alternate explanations, or to get feedback on your writing. However, you should note that the material generated by these programs may be inaccurate, incomplete, biased or otherwise problematic. You should check and verify ideas and answers against reputable source materials. Remember that AI does not have feelings, it does not know, understand or believe what it says. It may hallucinate, generating derived copyright content (from copyright pretrained) and therefore potentially providing misinformation. Also, information may be outdated.
 - ii. Large language models (LLMs) can generate incorrect facts and 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 a foundation model.
 - iii. Work created by an AI tool is **not your own original work**. Teachers need to see your own ideas, your own understanding and your own effort to know how you are progressing and how best to help you. You must indicate which parts of any work that you submit were created by AI and what was written or created by you. You may not submit any work generated by an AI program as your own. To do so would be classed as plagiarism.
- c. Conversely, there are situations in which the use of AI is forbidden, and the tasks will be framed in a way that avoids using AI tools, such as working offline or under supervised conditions.
 - i. Please ask your teacher if you need clarification or have questions before using AI for any assignment.
 - ii. The submission of AI-generated answers constitutes plagiarism and violates the KWC Behaviour Management Policy.
 - iii. We reserve the right to use our academic judgment to identify unappreciated uses of AI. There are AI plagiarism detectors, but they are unreliable. The pupil's teacher knows the pupil's style the best, and the quality of work that they normally produce.

5. AI Misuse in Assessments

- a. In Year 7 – 11, the School abides by the JCQ AI Use in Assessments Policy.
 - i. AI tools must only be used when the conditions of the assessment permit the use of the internet and where the pupil can demonstrate that the final submission is the product of their own independent work and independent thinking.
- b. In years 12 and 13, the School abides by the IB regulations, which allow the use of IB so long as that use is **transparent**. This means that the direct use of AI must be referenced clearly in the same fashion as any other academic reference. Like any other wider reading, if AI has been used

for general inspiration before completing any written work, it is acceptable to reference this in a bibliography.

- c. Examples of AI misuse include, but are not limited to, the following:
 - i. Copying or paraphrasing sections of AI-generated content to the point that the work can no longer be considered to be the Pupil's own
 - ii. Copying or paraphrasing whole responses of AI-generated content
 - iii. Using AI to complete parts of the assessment so that the work does not reflect the Pupil's own work, analysis, evaluation or calculations
 - iv. Failing to acknowledge the use of AI tools when they have been used as a source of information
 - v. Incomplete or poor acknowledgement of AI tools
- d. Submitting work with intentionally incomplete or misleading references or bibliographies

6. AI Misconduct Policy

- a. Pupils are prohibited from using AI to create and/or distribute content that is discriminatory, harmful, offensive, or intentionally biased.
- b. Pupils who do not use AI tools responsibly may be subject to sanctions, either at an internal school level or externally, if work is submitted for broader assessment.
- c. When it relates to NEA, pupils will be required to sign authentication statements, and any suspected misuse of AI will need to be reported to the relevant awarding body.

7. Data Privacy and Security (Keeping Your Personal Information Safe):

Protecting your personal information is vital for staying safe online. This is extremely important when using AI tools.

- a. You must **NEVER** enter **personal information** into any AI tool. We understand that sometimes it might seem okay, or you might forget, but this rule is absolute: **NEVER share personal details.**
- b. Personal information includes:
 - Your full name, or the full names of others
 - Your home address, postcode, or even just your town/area
 - Your phone number or personal email address
 - Your date of birth
 - The name of our school, or pupils/teachers' names
 - Your passwords (for anything!)
 - Your private thoughts, feelings, worries, fears, or secrets
 - Details about your family, friends, or pets (their names, jobs, personal situations)
 - Photos or videos of yourself or anyone you know
 - SEN profiles
 - Behaviour notes
 - Any pastoral concerns

8. Linked Policies

- a. Safeguarding Policy
- b. Behaviour Management Policy
- c. E-Safety Policy
- d. Staff and School Community Code of Conduct