



Dame Alice Owen's School  
The Dame Alice Owen Foundation - 1613

# USE OF ARTIFICIAL INTELLIGENCE (AI)

Agreed by the Curriculum Committee  
To be reviewed  
(*reviewed every year*)

Summer 2025  
Autumn 2027

To be monitored by the Headteacher and the Director of Digital Learning

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## 1. Purpose of the Policy

This policy outlines the appropriate use of generative Artificial Intelligence (AI) technologies within Dame Alice Owen's School to ensure that it is safely used to support the school's educational aims and that data privacy and security is maintained, alongside all ethical standards.

This policy applies to students, staff, and visitors who use AI within the school community.

## 2. Scope

This policy applies to:

- AI tools and platforms used in teaching and learning, including chatbots, educational apps, and adaptive learning systems.
- AI used in administrative processes.
- Personal use of AI by students and staff during school hours or in connection with school activities.
- AI-driven hardware or software implemented by external vendors within the school.

## 3. General Principles

- AI can be used to enhance learning. It can be used as a tool to enhance learning outcomes, encourage creativity, and provide personalised learning experiences.
- We must educate our students and prepare them for the workplace where AI is likely to become an increasingly used tool.

- We should use every opportunity to ease staff workload and AI may offer opportunities for this.
- AI will not replace direct instruction or teacher interaction.
- Students will be guided by teachers as to how to use AI to improve learning outcomes.
- The use of AI must comply with the UK General Data Protection Regulation (GDPR) and ensure the confidentiality and security of personal data.
- AI tools should complement human judgement and not replace the role or thought process of teachers or staff.
- We will make sure that examinations are secure from the use of AI and also that any use of AI in Non-Examination Assessment (NEA) follows the guidance as set out in the JCQ guidance [AI use in Assessment, Protecting the Integrity of Qualifications](#), which must be read, in full, by all teaching staff.
- We are keen to embrace the opportunities new technology provides, but this must not come at the expense of upholding the integrity and fairness of assessments.

#### 4. Responsibilities

- **Teachers and Staff must:**
  - Not solely use AI for summative assessment
  - Review anything produced by AI as staff remain responsible for any work generated by AI which they then use e.g. information for lessons, email wording ensuring that content is unbiased and inclusive.
  - Use AI responsibly e.g. in lesson planning and delivery.
  - Monitor student interactions with AI tools to ensure appropriate use.
  - Be confident that any work produced and handed in, is that of the student themselves and not an AI. For longer pieces of work such as NEAs, teachers should check the work at frequent intervals and also discuss the work where allowed with the students to have confidence it is their work. See Appendix A for more ways of identifying the use of AI.
  - Make clear how to reference the use of AI if it is permitted
  - Explain the importance to students of submitting their own independent work
  - Assess students in a variety of ways in class so that use of AI in written work is more easy to identify
  - Read the JCQ guidance [AI use in Assessment, Protecting the Integrity of Qualifications](#).
  - Provide guidance and clear expectations to students on the appropriate use of AI, particularly in any NEA.
  - Notify their line manager about misuse of AI; if this misuse is within an NEA then they must notify the Deputy Head - Pupil Progress.

Teachers and staff may use AI to help with writing assessments, reports, emails etc but should not solely use what AI has generated.

- **Students must:**
  - Not use AI to engage in plagiarism, cheating, or unethical practices.
  - Seek guidance from teachers if unsure about the proper use of AI tools or how to reference its use.
  - Reference their use of AI accordingly

- **School Leadership will:**
  - Provide training for staff and students on AI literacy and responsible use.
  - Regularly review and update this policy to reflect changes in AI technology and legislation.

## 5. Safeguarding and Privacy

- Any AI system used by the school must have transparent data collection policies and provide options to opt out where applicable.
- No personal data should be entered into AI systems
- Users must be aware that AI algorithms can perpetuate biases present in the data they are trained on
- Users must be aware that AI can generate images without knowledge or consent and can generate biased or false content harmful to a person or group.

## 6. Training and Awareness

- Dame Alice Owen's will provide training for staff and students to develop AI literacy, including:
  - Understanding how AI works and its limitations.
  - Recognising biases in AI systems.
  - Ethical considerations when using AI.
  - GDPR implications when using AI
  - Identifying and preventing misuse in assessments.
- Parents will be informed about the use of AI in the school and provided with resources to support their children's responsible use of technology at home.

## 7. Reporting and Accountability

- Instances of academic dishonesty involving AI will be handled under the school's behaviour and disciplinary policy **and will be reported to the JCQ where appropriate.**

## 8. Link to other policies

- [Safeguarding and Child Protection Policy](#)
- [Data Protection Policy](#)
- [Information Technology and Online Safety Policy](#)
- [Exams Malpractice Policy \(Appendix L of Exams Policy\)](#)
- [Homework policy \(part of the Teaching and Learning Policy\)](#)

**Appendix A: To support you in identifying and responding to possible misuse of AI please see the guidance below:**

*Spelling, vocabulary and syntax (sentence structure)*

- Spelling: A default use of American spelling, currency and terms
- Variation in syntax: A variation in the style of language evidenced in a piece of work, if a person has taken significant portions of text from AI and then amended this
- Inconsistencies in writing: AI-generated texts often lack the natural inconsistencies that may be found in human writing. Often, any writing by a person will lack consistent style, tone, and vocabulary throughout an assignment. Additionally, very abrupt shifts in tone may also indicate that an AI tool has been used. Look for inconsistent styles, tone, or tense changes.
- Lack of personal experience: AI tools do not have emotions or personal experience, so they are unable to provide individual anecdotes in writing. For example, ‘My family went to the beach in the car.’ is more likely to be AI-generated than, ‘My Mum, Uncle Ben, Josephine and sister Katie went to Bournemouth beach to swim.’

*Content of Work*

- Patterns: AI-generated text is based upon looking for patterns in large samples of text on the internet. Therefore, more common words, such as ‘the’, ‘and’, ‘it’, and ‘is’ are more likely to be represented in such documents. Similarly, common words and phrases associated with a topic are more likely to appear more frequently.
- Overuse of information: AI tools can generate extensive amounts of information about any topic, which may sometimes result in texts that are overloaded with data and facts. Individuals could use AI to write about topics they do not fully understand.
- Layout: AI generated text like ChatGPT have very consistent ways of presenting information (e.g. subtitles, numbering paragraphs into points). If you haven’t seen this, try out ChatGPT and see!

*Change from an individual’s ‘usual’ work*

- Different from an individual’s previous work: compare with previously submitted work. Every individual’s writing style (although bound to evolve over time) is reflective of their personal preferences, sentence structures, and vocabularies. If any text submitted by an individual dramatically differs from anything they have submitted in the past, it may have been AI-generated.
- Vocabulary: Look for unusual or complete phrases that an individual would not normally employ. Likewise, overly verbose or hyperbolic language that may not be in keeping with the candidate’s usual style.

*Experience and intuition*

- Teachers should draw on their experience and intuition to detect whether a piece of work was AI-generated. They are the experts and most familiar with the capabilities

of those they teach, so they should quickly notice if the work deviates from the norm.

#### *AI Detection Tools*

- If you suspect that material presented to you, for any purpose, has been wholly or partially generated using AI, you should only use an online AI detection tool as recommended in JCQ's guidance (page 10).
- Other tools are insufficiently accurate.
- Any work submitted to such AI tools may represent a GDPR breach
- Information provided becomes available as training data for other AI tools and in some cases, shared with third parties unknown.

#### *If suspected:*

- If there is suspected use in an NEA then please speak urgently with the Deputy Head-Pupil Progress.
- Otherwise, ask follow-up questions: If you suspect misuse of AI, have a conversation about the individual's work with them and question what certain words or content mean. Ask them questions that require them to have a deeper understanding of the topic.
- Those who rely on AI to write usually find it difficult to answer nuanced questions that require in-depth explanations. Report to/ consult with your Head of Department about any further actions or sanctions that may be necessary.
- Redraft: If work is well-written and seems to surpass previous work, ask an individual to repeat a section of the work under your supervision. Then compare responses.