



# King's College

## TAUNTON

### **Generative AI Policy (Pupils)**

**Policy Date:** September 2024

#### **Responsibility**

**Individual:** Assistant Head (Teaching & Learning)

**Review Cycle:** (Annual)

**Next scheduled review:** September 2025

**Last interim review:** March 2024

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## Introduction

This policy aims to provide a robust framework for the ethical and efficient use of generative AI technologies by pupils. The intent is to empower both learners by integrating AI into the learning processes whilst emphasising responsible and safe use, inclusivity, and the maintenance of high ethical standards.

Pupils' intellectual curiosity, creativity, and learning experiences should shape the need for generative AI in our school. They are expected to use AI-generated resources responsibly and abide by the ethical use guidelines outlined in this policy. They are encouraged to embrace the concept of originality while using generative AI (GenAI) and to report any misuse or concerns to the relevant authorities in the school.

As generative AI continues to evolve and mature, so should our understanding of its potential benefits and challenges. We hope that King's College will become an example of excellent, inspirational 'generative AI-enhanced' learning.

## Ethical Use of Generative AI

### Responsible Use by Pupils

Generative AI technologies hold great potential for enhancing learning, but this also brings responsibilities. Pupils are expected to use these tools in a manner that respects our academic and ethical principles.

If pupils use AI-generated content in their work they are expected to acknowledge the sources of AI-generated content, in a similar way in which they would if they have referred to a web source or a journal or book.

We expect pupils to be using these tools to support, rather than replace, their original thinking and creativity.

Use by Pupil	Considerations
To formulate ideas, for example, creating essay structures	Generative AI tools are generally effective in producing outlines as a starting point for an assignment.
To provide feedback on writing	Generative AI will proof-read and correct text for pupils, in a similar way to grammar tools. It can also provide feedback on style and content. Pupils should seek advice from their teachers on when this should be declared.
As a research tool	A good understanding of the tool and its limitations is crucial here, particularly the tendency for generative AI to give misinformation.
Generating images to include in assignments.	The best image-generation tools come at a cost, and pupils need to be aware of copyright concerns.

Source: Generative AI – A Primer (JISC) V1.1 May 2023

EXAMPLE	COMMENTS
Posing an essay question to an AI then passing this off as your own work	This is plagiarism and is unacceptable
Posing an essay question to an AI then making edits and handing it in to your teacher	This is still plagiarism (although slightly better than the above). You haven't really done any thinking for yourself, and wouldn't know how to approach this same problem or question in the future. You MUST reference where you have used AI.
Providing the AI with some bullet points and asking it to create an essay or answer	You are out-sourcing the hard thinking to construct an argument or response and not learning how to improve your work as a result. You would be better seeking help from your teacher so you know what to do next time.
Asking AI to provide some statistics or evidence to back up your argument/answer.	Be cautious - AI can 'hallucinate' and it can be hard to find out where AI is getting its information from.
Write a first draft of an essay, submitting it to an AI and asking it to give you feedback. Then you rewrite the essay yourself.	This is a good way to use AI but be cautious. Your first draft should be something you would have been happy to hand in to your teacher to get feedback on. You need to ensure that AI is using the same criteria that your teacher would.
Using AI to generate retrieval practice questions	A good way to use AI. You need to be confident that the AI is using the correct source information and isn't giving you any factual errors. Time checking questions might be better spent elsewhere, on the other hand it could be good revision if checking against textbook/class notes/specification.
Asking an AI to translate a passage into English	Good use if you are reading something in another language and want to translate it for your studies. NOT acceptable if you have been set translation by your MFL teacher for your prep!
Asking AI to produce a summary of longer text	A good way to carry out initial research e.g. for an EPQ, or if you have been given a big amount of material to read. But you should keep going back to the original document to check any in-depth bits as AI may miss some subtleties.
Asking AI to explain a concept you find tricky (you could ask it to do so in language aimed at an 'X' year old)	A good way to uncover your understanding of a topic, as you can have a conversation with AI and ask it to elaborate, or re-explain with examples. You should still check your final understanding with the course textbook, or your teacher.
Using AI as a dictation tool	A good way to use AI if you find speaking quicker and easier than typing/writing. You can explain a concept to AI and get it to produce a summary. If you don't understand the summary it produces you probably need to improve your own understanding, so it can also be useful in giving you feedback on how well you understand the concept.
Using AI as a way of generating multiple different ideas	A good way to use AI and it may come up with ideas that you wouldn't have thought of. It is important to then use your own knowledge and understanding to evaluate the AI suggestions.
Asking AI to provide suggestions for further reading	A good way to use AI, especially if you use a suitably detailed prompt.
Talking to an AI in another language to practice speaking	A great way to use AI, although sometimes it's conversations may not be factually correct.

## Integrity and Avoidance of Plagiarism

Plagiarism is a serious offence in our academic community. While generative AI technologies can provide beneficial insights, it is important that the work pupils produce is reflective of their own understanding and knowledge. Pupils must not represent AI-generated content as their own original work. Instead, it should serve as a tool to stimulate their ideas and enrich their assignments while upholding the values of honesty and integrity. Any breach of these rules will be dealt with in line with our behavioural policies.

## Embracing Originality

Generative AI is an incredibly powerful tool for aiding learning but should not overshadow the importance of original thought. Pupils may use AI to help generate ideas and structure assignments, but the critical analysis, reasoning and argumentation should be demonstrably their own. If using generative AI, pupils should aim to enhance their original contributions, not replace them.

## Data Privacy

The implementation of generative AI technologies necessitates the collection and processing of a variety of data. Our school is committed to protecting this data with robust security measures consistent with technological advancements. These measures include encryption, secure network infrastructures, controlled access permissions, and regular security audits.

Pupils should be made aware, through PSHE sessions and tutorials, that any information 'fed into' generative AI models becomes freely available to the tool being used and is not private. This for example, includes messaging the friendly chatbot in Snapchat (Snapchat My AI). Pupils should not put any personal information or details about themselves, or their friends, school or teachers, into any AI tool.

## Accessibility, Inclusivity and Personalised Learning

With generative AI, we can create personalised learning pathways that consider each pupil's unique attributes, abilities, and learning preferences. There is the possibility to provide individualised learning materials that can adjust to the pupil's progression, thereby boosting engagement levels and improving academic outcomes.

Examples of possible ways AI could be used now or in the future to support your learning: AI tutoring systems that personalise learning opportunities, speech recognition tools that can help English language learners improve pronunciation and fluency, AI-powered analytics that identify struggling pupils early on and can provide targeted interventions, an AI powered accessibility suite to help pupils with certain access to resources (from The AI Classroom. Fitzpatrick et al, 2023)

### Regular Policy Review

This policy will not remain static; it will evolve alongside advancements in generative AI technologies and changes in regulatory landscapes. The member of SMT responsible for the policy, in collaboration with the wider school leadership team, will regularly review and update this policy to reflect new knowledge, learnings, and best practices in the field of generative AI in education.

The school's commitment to continuous learning and improvement goes beyond the classroom. It integrates into our processes, our methodologies, and our policies. This approach will ensure that our school remains at the forefront of technological advancements in education, leveraging the significant benefits of generative AI to deliver enriched, engaging, and personalised learning experiences for all our pupils.

## Authorised Generative AI Tools

Our school acknowledges the need for specific, authorised tools that align with our educational goals and uphold our commitment to data privacy and ethical usage. The following list details the generative AI tools currently approved for use within our school community. It's important to note that this list is subject to change as we regularly review and evaluate the suitability of these tools in light of advancements in generative AI technologies, amendments to data privacy regulations, and the evolving needs of our diverse pupil and staff body. We are committed to maintaining a dynamic list that best serves our educational objectives and technical requirements and supports our pupils' and staff's safe and responsible use of generative AI tools.

Text Generation	Image Generation
Microsoft Bing Chat* ( <a href="https://www.bing.com/">https://www.bing.com/</a> )	Midjourney ( <a href="https://www.midjourney.com">https://www.midjourney.com</a> )
ChatGPT ( <a href="https://chat.openai.com/">https://chat.openai.com/</a> )	Dall-E ( <a href="https://labs.openai.com/">https://labs.openai.com/</a> )
Google Bard ( <a href="https://bard.google.com/">https://bard.google.com/</a> )	Stable Diffusion ( <a href="https://stability.ai/stable-diffusion">https://stability.ai/stable-diffusion</a> )
Anthropic Claude ( <a href="https://claude.ai/chat/">https://claude.ai/chat/</a> )	Gamma ( <a href="https://gamma.app/">https://gamma.app/</a> )
Perplexity ( <a href="https://www.perplexity.ai/">https://www.perplexity.ai/</a> )	Ideogram ( <a href="https://ideogram.ai/">https://ideogram.ai/</a> )

\*we recommend this as we are a Microsoft school and have risk assessed this within our Microsoft offering, additionally it uses GPT-4 which is the most up to date AI engine and therefore better than using the free version of ChatGPT

## Sources of Reference

Department for Education. *Generative artificial intelligence in education* [online]. Available from: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1146540/Generative\\_artificial\\_intelligence\\_in\\_education\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1146540/Generative_artificial_intelligence_in_education_.pdf) [Accessed 22 August 2023].

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OpenAI. *Educator considerations for ChatGPT* [online]. Available from: <https://platform.openai.com/docs/chatgpt-education/educator-considerations-for-chatgpt> [Accessed 21 August 2023].

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## Glossary of Generative AI Terms

**Artificial Intelligence (AI):** A field of computer science that focuses on creating systems capable of performing tasks that usually require human intelligence. These tasks include learning, reasoning, problem-solving, perception, and language understanding.

**Generative AI:** A subset of AI that involves creating something new from existing data. This could range from creating a piece of text to generating an image or music. It uses a form of machine learning called generative modelling, which allows the AI to make decisions, not just predictions.

**Machine Learning (ML):** An application of AI that provides systems with the ability to automatically learn and improve from experience without being explicitly programmed. It focuses on the development of computer programs that can access data and use it to learn for themselves.

**Deep Learning:** A type of machine learning that mimics the workings of the human brain in processing data for use in decision-making. Deep learning is a key technology behind driverless cars, enabling them to recognise a stop sign or distinguish a pedestrian from a lamppost.

**Neural Networks:** A set of algorithms, modelled loosely after the human brain, designed to recognise patterns. They interpret sensory data through a kind of machine perception, labelling or clustering of raw input.

**Natural Language Processing (NLP):** A field of AI that gives machines the ability to read, understand and derive meaning from human languages.

**Chatbot:** A software application used to conduct an online chat conversation via text, instead of providing direct contact with a live human agent.

**Text Generation:** A process in which AI systems generate text that simulates human language.