'Once an Alder Granger, always an Alder Granger'

Alder Grange Use of Artificial Intelligence (AI) Policy

Approved by:	J Griffiths	**Date:**	18/10/25
SLG responsible:	K Riddell		
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Introduction and Aims

Here at Alder Grange, we recognise the essential partnership between the school, parents/carers, staff, and students. We understand the valuable potential that Artificial Intelligence (AI), including generative AI, holds for our community. This technology can enhance pedagogical methods, customise learning experiences, and progress educational innovation.

We are fully aware of the risks posed by AI, including data protection breaches, copyright issues, ethical complications, safeguarding, and compliance with wider legal obligations.

Therefore, this policy establishes clear guidelines for the **ethical, secure, and responsible integration of AI technologies across our whole school community**. This policy covers the use of AI tools by school staff, governors, and students.

This policy aims to:

- Support the use of AI to enhance teaching and learning, improving outcomes for our students.
- Support staff to explore AI solutions to **improve efficiency and reduce workload**.
- Prepare staff, governors, and students for a future in which AI technology will be an integral part, **fostering a culture of AI literacy**.
- Promote equity in education by using AI to address learning gaps and provide personalised support.
- Ensure that AI technologies are used ethically and responsibly by all members of our community.
- Protect the privacy and personal data of staff, governors, and students in compliance with the UK GDPR.

Our Commitment

We aim to ensure AI solutions are secure, safe, and protect users' data. We will identify and rectify bias or error promptly.

We will be transparent about our use of AI, ensuring we understand the decisions and suggestions it makes.

We commit to using AI solutions that are ethically appropriate, equitable, and free from prejudice. We will fully consider and monitor bias related to protected characteristics and promptly correct problems.

We ensure that the governing board and staff have clear roles and responsibilities in relation to the monitoring, evaluation, maintenance, and use of AI.

Staff are empowered to correct and overrule AI suggestions—decisions remain with the human user. We will allow and respond appropriately to concerns and complaints where AI may have caused error or unfair treatment.

Roles and Responsibilities:

All Staff

Staff are encouraged to explore approved AI tools to reduce workload and improve pupil outcomes. Staff must always model good practice and uphold the principle of professional responsibility.

- **'Human-in-the-Loop':** All staff must constantly apply critical judgement and **fact-check results to make sure the information is accurate** before relying on it.
- **Accountability:** The quality and content of the final document remains the **professional responsibility** of the person who produced it, regardless of the tools used.
- **Data Protection:** Staff must ensure there is no identifiable information included in what they put into **open generative AI tools**. Entering personal or sensitive data that would breach GDPR regulations into unauthorised AI tools will be treated as a data breach.

- **Transparency:** Staff should acknowledge, reference and model the use of generative AI in their work, enhancing AI literacy.
- **Fair Grading:** Staff involved in assessment must align grading practices with explicit educational goals and **must not automatically deduct marks** or implicitly penalise a student based on a perceived lack of independence, provided the AI use was permitted and declared.

All students (Responsible and Thoughtful Use)

Students are central to our community and must use AI responsibly (*see our 'Appropriate use of Artificial Intelligence for students at Alder Grange School' appendix*):

- **Permitted Uses (Complement, Not Replace):** students may use AI tools for research, brainstorming, planning projects, or creative exploration with appropriate acknowledgement. AI must be used in **moderation to complement, not replace, their learning**.
- **Transparency is Essential:** students must **inform their teacher before using AI tools** for an assignment. They must maintain transparency and communication with teachers about AI usage.
- **Attribution (Academic Honesty):** All AI-generated content must be properly attributed. We require students to **retain a copy of the prompts (questions) and the AI generated content** for reference (e.g., a screenshot) and **provide a brief explanation of how AI tools have been used**.
- **Prohibited Uses (Integrity is Paramount):** students **may not use** AI tools during assessments or to write homework/class assignments where the AI-generated text is presented as their own work. Any unattributed use of AI-generated text or imagery is considered plagiarism. Misuse will lead to sanctions under the school's behaviour policy.

All stakeholders *MUST NOT*:

- Generate content to impersonate, bully, or harass another person.
- Generate or share explicit or offensive content, including generating inappropriate or sexualised images of students.
- Input offensive, discriminatory, or inappropriate content as a prompt.

Communication of Concerns

We encourage open dialogue through the school's line management structure, regarding any concerns about a proposed use of AI, or if AI use resulted in errors leading to adverse consequences or unfair treatment.

Safeguarding concerns must be reported **immediately** to the Designated Safeguarding Lead (DSL) in line with our child protection and safeguarding policy.

Complaints about potential unfair treatment or other negative outcomes due to AI use will be dealt with through our usual complaints procedure.

JCQ (UK Exam Board) Guidance on Use of AI in Assessments

These are extremely strict and staff working in subjects with non-exam assessments (NEA) at any level should read the whole policy and familiarise themselves with the contents (as may be amended from time to time): JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-ofQualifications.pdf

The document's executive summary outlines the salient points which staff must bear in mind:

"While the potential for student artificial intelligence (AI) misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not; centres will already have established measures in place to ensure that students are aware of the importance of submitting their own independent work for assessment and for identifying potential malpractice. This guidance reminds assessors of best practice in this area, applying it in the context of AI use".

The guidance emphasises the following requirements:

- As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres (https://www.jcq.org.uk/examsoffice/general-regulations), all work submitted for qualification assessments must be the candidates' own;
- Candidates 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;
- Candidates and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice;
- Candidates must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the candidate and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded (please see the Acknowledging AI Use section of the full policy);
- Assessors must only accept work for assessment which they consider to be the candidates' own (in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres); and where have doubts about the authenticity of candidates work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action.

The JCQ awarding organisations' staff, examiners and moderators have established procedures for identifying, reporting and investigating pupil malpractice, including the misuse of AI.

The JCQ awarding organisations are continuing to monitor developments in this area and will update this guidance when appropriate. The Examinations Officer will alert staff to any updated guidance as and when necessary.

Appropriate use of Artificial Intelligence for students at Alder Grange School

As with any technology, AI can be used to support learning or it can be detrimental to the learning process. The following give some suggestions for how AI might be used appropriately and some examples of inappropriate use. This list is not exhaustive and never could be given the nature of this rapidly advancing field.

Fundamentally, you should be considering the purpose of any assessment; apart from the final GCSE, A level or applied examinations, assessments within school are formative and designed to give you and your teachers useful information which can be acted on. It is the learning process that is important so you should ask yourself whether the AI is helping you with that process or if it is outsourcing the hard thinking. If in doubt, ask your teachers! hallucinate

Example	Comments	Acceptability
Posing an essay question to an AI and then passing this off as your own work	This is plagiarism, and is unacceptable.	**Unacceptable**
Posing an essay question to an AI and making edits before submitting this to your teacher	This is still plagiarism. In this case the majority of the hard thinking has been done by the AI so even if the product here is better than what you could have produced yourself, you are not gaining any information on how you might improve your work in the future.	**Unacceptable**
Providing the AI with some bullet points to include and asking it to create an essay	Given the purpose of an essay assignment at school is to assess your ability to include relevant information and construct a coherent argument, outsourcing the hard thinking on the construction of the argument would not be an appropriate use of AI. In this case, **you are better off submitting your bullet points to your teacher and seeking advice on essay structuring.**	**Unacceptable**
Ask AI to provide statistics or evidence to back up your arguments	Caution required here. AI can 'hallucinate', and it is often difficult to find out where it is getting its information. Ensure you double check the sources.	**Use with Caution**
Write a first draft of an essay, ask AI to critique and give feedback, then rewrite the essay based on the feedback	This would be a good way to use AI but should be used with caution. Firstly, it is important you put sufficient effort into the first draft - it should be something you would be happy to hand in to your teacher. Secondly, you must be confident that the AI is assessing your work using the same criteria that your teacher would.	**Use with Caution**
Use AI to generate retrieval practice questions	This could be a good way to use AI but has the potential to lead you astray. You would need to be confident that the AI was asking questions on important information and that it hadn't made any factual errors. The time spent going back and forth with the AI and checking the questions might be better off spent elsewhere.	**Use with Caution**
Asking an AI to translate a passage into English	This depends on the purpose. If this translation has been set by your Spanish teacher to assess your understanding of Spanish, then this would be **unacceptable**. If, on the other hand, you have come across a source of information in another language that you think might be helpful for a research project then this might be an acceptable use.	**Use with Caution**
Asking AI to produce a summary of longer texts	This would be a good way to do some initial research, for example, to find out whether the longer texts are appropriate. However, it is then really important you go back to the relevant documents to read in depth as the summary may have missed some of the subtleties of the argument.	**Good Use**
Asking AI to provide some suggestions for further reading around a topic.	Helps structure your approach to independent research, especially if you give detailed prompts.	**Good Use**
Asking AI to explain a concept you are finding tricky	This would be a good way to interrogate your own understanding of a topic as you can have a conversation with the AI and ask it to elaborate or re-explain using different examples. However, it must be used with caution and you must always check your final understanding against other sources of information such as your teacher.	**Good Use**
Using AI as a dictation tool to produce a verbal transcript or a summary of your spoken explanation of a concept.	This would be a really good way to use AI as speaking is usually quicker than typing. You could explain a concept to the AI and get it to produce a verbal transcript or a summary. If you don't understand the summary it produces, you probably don't have as good a grasp of the concept as you think.	**Good Use**
Use AI as a way of generating multiple different ideas	This would be a good way to use AI as it may come up with ideas that you wouldn't have thought of yourself. The important thing is that you then use your own knowledge and understanding, or other sources of information, to evaluate the different ideas.	**Good Use**
Asking AI to suggest further reading around a topic.	This would be a good use of AI, particularly if you give it some detailed prompts. Asking AI to suggest further reading around a topic, especially if you provide detailed prompts. AI can also help identify appropriate sources.	**Good Use**
Talking to an AI in a foreign language for extra practice	This would be a great way to use AI though bear in mind that some of the information it provides in its conversations may not be factually correct.	**Good Use**