THE BISHOP'S STORTFORD HIGH SCHOOL

GENERATIVE ARTIFICIAL INTELLIGENCE (A.I.)

RESPONSIBLE USE GUIDANCE

Date of last review:	Spring 2025	**Review period:**	12 months
Date of next review:	Spring 2026	**Owner:**	GSG
		Approval:	

Telephone: 01279 868686
Email: office@tbshs.org
Website: www.tbshs.org

1. Intro duction

Generative AI (Artificial Intelligence) refers to a subset of AI technologies that can generate new content, ideas, or data based on the inputs they receive. This can include creating text, images, music, and other forms of media or code. Recent developments in widening public accessibility to these technologies, such as the release of ChatGPT by OpenAI in November 2022, have inevitably brought both opportunities and challenges for those working in education.

When used responsibly, such advancements have the potential to act as a powerful tool to enhance teaching and learning, and support student progress. They may also be used to alleviate staff workload, enabling teachers to dedicate more of their time to delivering outstanding lessons.

However, as with any emerging technology, there are a number of risks. These range from privacy concerns, to access inequality, to biased outputs and the loss of integrity in assessment.

This guidance document has been produced to clarify the underlying principles and non-negotiables that characterise The Bishop's Stortford High School's approach to AI. It aims to provide a values-based framework for future engagement as the landscape continues to develop, and establish clear parameters for acceptable use by both staff and students.

2. Underlying Principles for Gen AI Usage at TBSHS

The Bishop's Stortford High School recognises that in order to meet our aim of providing a truly all-round education, we must explore the opportunities of AI as well as addressing the challenges. This is aligned with the broader strategic vision of the Department for Education (DfE), which encourages educators to *'make the most of the opportunities that technology provides'* (2023).

Attempting to enforce a 'blanket ban' on the use of AI tools is futile, and simply deepens the digital divide between students with independent access via personal devices and those reliant on school/community resources. Instead, the School looks to remain at the forefront of educational innovation by encouraging responsible exploration of AI tools by both students and staff. We will seek to use AI to help us reach our wider goals, including improving student learning, teacher effectiveness, and school operations.

Furthermore, we reaffirm adherence to existing policies and regulations. AI is one of many technologies used in our School, and its use must align with existing regulations to protect student privacy, ensure accessibility and inclusivity, and protect against harmful content.

Student and staff agency must also be maintained when using AI tools. All stakeholders remain responsible and accountable for pedagogical or decision-making processes where AI systems inform decision-making.

In general, any use of AI and advanced automated tools must adhere to the below principles:

- **2.1 Accuracy and Fact-Checking**
  Generative AI tools are not infallible and may produce incorrect, irrelevant or out-of-date information, in a phenomenon known as 'hallucinating'. Accountability for the accuracy of information generated by these tools when transferred to another context lies with the user. Staff and students must therefore carefully review all AI-generated outputs before use.

- **2.2 Ethical Use and Bias**
  In line with the Equality Policy, The Bishop's Stortford High School is committed to the promotion of equality within all its policies and activities. Accordingly, staff and students must remain mindful that AI tools trained on human data will inherently reflect societal biases in the data. Risks include reinforcing stereotypes, recommending inappropriate educational interventions, or making discriminatory evaluations. It is therefore again imperative that staff and students review all AI-generated outputs before use.

- **2.3 Academic Integrity**
  Integrity is one of our School values and any use of AI tools, including generative AI, within our context must reflect this. Students should not submit AI-generated work as their own original work. Staff may utilise automated detection tools (e.g. GPTZero or CopyLeaks) cautiously as part of the verification process to identify such misuse, but must remain mindful that the reliability of such software remains questionable and can produce false positives or negatives. In general, it is strongly advised that staff look to assess students in controlled conditions as far as possible, i.e. in class, to reduce these risks.

- **2.4 Privacy and Data Security**
  Safeguarding data, resources, staff and students remains of utmost importance. Use of any AI applications must therefore comply with relevant General Data Protection Regulations (GDPR). It is critical that users are mindful that generative AI tools such as ChatGPT use user-inputted content to train their models. It is neither confidential nor secure. Any data inputted into such tools (or indeed outputted by them) may be kept and used by the owners of AI generators. Staff and students should therefore never enter any identifiable personal data into any AI application.

- **2.5 Examinations and Qualification Assessments**
  In line with section 5.3(j) of the JCQ *General Regulations for Approved Centres*, all work submitted for qualification assessments must be the students' own: AI misuse constitutes malpractice as defined in *JCQ Suspected Malpractice: Policies and Procedures*. The sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from taking qualifications for a number of years. Students therefore must not, under any circumstances, use AI tools to produce work then submitted for either Non-Examined Assessments or formal examinations.

  For their part, teachers and assessors must not accept work that they suspect has been generated by AI. If this occurs before declarations have been signed, staff should apply sanctions as per the school *Behaviour for Learning* policy, which may simply mean that the student must redo the work. However, should there be any doubt about the authenticity of student work submitted for external assessment, staff must report to the Exams Officer as soon as practicable.

  According to JCQ (2023a), examples of AI misuse include, but are not limited to:

  - *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.*

  (p.3)

3. Responsible Usage Guidance for Students

ChatGPT currently requires that users be at least 13 years old and requires parent or legal guardian's permission for students between the ages of 13 and 18. The website (OpenAI, n.d.) warns that *'ChatGPT may produce output that is not appropriate for all audiences or all ages and educators should be mindful of that while using it with students or in classroom contexts.*'

Students are permitted to make use of AI tools for educational use only, upholding our values of Respect, Integrity and Community at all times. In line with the *Internet/IT Equipment/Mobile Devices - Acceptable Use Agreement,* students must not use AI technology to bully, harass, plagiarise, bring the School into disrepute, or otherwise act in any manner counter to these wider expectations.

The School recognises that responsible uses of AI will vary depending on the context. Provided all usage remains in adherence with the principles outlined in Section 2, it is therefore up to individual staff to clarify if, when, and how students may make use of the technology in their subject. They may advise on their chosen parameters on a task-by-task basis, making use of the 'traffic light' indicators outlined below.

In the absence of specific instructions from their teacher, students should presume that the use of Gen AI is not permitted when producing work for submission (i.e. 'Red' being the default position).

Red	You are not allowed to use advanced automated tools (generative AI or machine learning tools such as ChatGPT, MS Copilot or Google Bard) for this piece of work. This includes 'cutting and pasting' in any AI generated text or other materials. Submitting AI-generated work will be considered a violation of the *Internet/IT Equipment/Mobile Devices - Acceptable Use Agreement* and sanctioned accordingly.
Amber	You may use advanced automated tools (generative AI or machine learning tools such as ChatGPT, MS Copilot or Google Bard) to help you generate ideas, research or proof-read this piece of work. However, you still must not submit work that has been directly generated by AI tools and pass it off as your own (e.g., 'cutting and pasting' AI generated text), as this will constitute a violation of the *Internet/IT Equipment/Mobile Devices - Acceptable Use Agreement*.
Green	You are freely allowed to use advanced automated tools (generative AI or machine learning tools such as ChatGPT, MS Copilot or Google Bard) to help produce this piece of work; however, you must reference/cite any usage appropriately*, as guided by your teacher.

** See Appendix II for guidance on how to properly cite or acknowledge the use of AI where applicable.*

As AI tools become increasingly embedded in existing technologies, it may become more challenging to identify whether and how much of a submission has been AI-generated. If a student is unsure whether a piece of work constitutes a violation of the *Acceptable Use Agreement*, they should ask their teacher for guidance.

Inappropriate usage of AI will be sanctioned in line with the School's *Behaviour for Learning Policy*. Any breaches of this kind will result in disciplinary action, which can include suspension or exclusion. As noted in Section 2.5, should the misuse occur in relation to a formal qualification assessment (e.g. an NEA) there is also scope for severe sanctions to be applied by examination boards. Staff are explicitly obliged to report suspected AI misuse to JCQ, which may leave students vulnerable to external malpractice procedures such as disqualification or debarment from taking qualifications for a set period.

Outside of work produced for submission, students may also choose to use advanced automated tools independently to support revision or further research around their studies. This is permitted, provided that they do so responsibly and in line with the underlying principles from Section 2.

Furthermore, the DfE have emphasised the broader importance of teaching students about generative AI within a knowledge-rich curriculum. The School will look to support this responsible use guidance with ongoing efforts to promote wider AI literacy, and seek to equip our students with the foundational knowledge and skills to use technology, including generative AI, safely and effectively.

4. Responsible Usage Guidance for Staff

As with students, any staff usage of AI tools must adhere to the underlying principles outlined in Section 2. It must augment, not replace, their own pedagogical, behavioural, and pastoral expertise.

However, the School enthusiastically supports staff engagement with AI technology as another 'tool in the toolkit' to support their provision of outstanding teaching. Impacts on workload reduction and staff wellbeing may be of significant value, when balanced with the need to retain ultimate human agency and oversight.

The below is not intended to be an exhaustive list, but provides a range of suggestions for appropriate staff usage, structured around the existing '*Great Teaching at TBSHS'* framework. It is intended to inspire innovative and effective integration of AI in line with the underlying principles established in Section 2.

The School will also endeavour to continue actively working to develop staff AI literacy through ongoing organisational learning opportunities and resources.

- **4.1 Classroom Climate and Management**
  - The facilitation of effective communication with parents/carers and colleagues, to ensure timely and clear exchange of information.
  - Schedule optimisation and management of classroom resources.

- **4.2 Explanation and Modelling (Including Literacy)**
  - The creation of high-quality exemplar materials and model answers to illustrate key concepts and skills.
  - The creation and refinement of PowerPoint slides and other instructional materials.
  - To augment teacher subject knowledge and assist in the preparation of comprehensive explanations.

- **4.3. Practice**
  - The production of engaging and interactive lesson resources, such as worksheets and information sheets.

- **4.4 Assessment and Feedback**
  - The design of assessments and detailed rubrics.
  - The development of quizzes and Assessment for Learning (AfL) resources.
  - As an aid for efficient and effective composition of individualised student feedback – with ultimate teacher oversight.

- **4.5 Questioning**
  - The generation of discussion prompts for classroom debates and discussions.
  - The creation of 'interactive learning experiences', where 'chatbot' technology is implemented to simulate conversations with historical or fictional figures.

- **4.6 Pace and Challenge**
  - As support for adaptive teaching: i.e. the development of differentiated teaching materials catering to varied levels and needs.
  - The translation of resources, to support English as an Additional Language (EAL) students.

Appendix I: Key terms and definitions

- **Artificial Intelligence (AI):** A field of computer science focused on creating systems capable of performing tasks that typically require human intelligence. These tasks include decision-making, problem-solving, understanding language, and visual perception.
    - ***Example:*** *Modern spell checkers in word processing software like Microsoft Word or Google Docs use AI to not only identify misspelled words, but also to suggest contextually appropriate corrections.*
- **Generative Artificial Intelligence:** A subset of AI technologies that can generate new content, ideas, or data based on the inputs they receive. This includes creating text, images, music, and other forms of media or code.
    - ***Example:*** *Online chatbots such as ChatGPT are generative AI tools based around LLMs (see next definition). When a user inputs a question or prompt, ChatGPT generates a response by predicting the most likely next word or phrase, based on its training. It can generate answers, write essays, create poems, or even write programming code, depending on the input it receives.*
- **LLM (Large Language Models):** Advanced AI models designed to understand, interpret, and generate human language. They are trained on vast datasets of text and can perform tasks like translation, summarisation, question-answering, and content creation.
- **Machine Learning:** A branch of AI where algorithms are designed to automatically learn and improve from experience. Machine learning focuses on the development of computer programs that can access data and use it to learn for themselves.
- **Advanced Automated Tools:** Sophisticated systems using artificial intelligence and machine learning to perform complex tasks autonomously and efficiently, often exceeding human speed and accuracy.
- **Data Privacy:** Refers to the handling, processing, and storage of data in a way that maintains confidentiality and security, ensuring that personal information is not misused or improperly accessed.
- **Personal Data (GDPR):** Under the General Data Protection Regulation (GDPR), personal data is defined as any information related to an identifiable person who can be directly or indirectly identified. This includes names, identification numbers, location data, online identifiers, or factors specific to the physical, physiological, genetic, mental, economic, cultural, or social identity of that person.

Appendix II: Referencing/citing the use of Gen AI tools

As generative AI is an emerging technology, it presents challenges for traditional citation methods – in large part due to its lack of a specific author and reproducibility. Furthermore, generative AI can be used as more than just a source of information. It may also be used to generate initial ideas, or edit/revise writing. In cases like this, a citation would not be appropriate.

As a minimum, submitted work under the 'Green' indicator from Section 3 should include a declaration of use that explains what technologies, if any, were used to generate material.

This declaration should:

- Formally acknowledge the use of generative AI in the work.
- Specify which AI tool was used.
- Include explicit descriptions of what the technology was used to do.
- List the prompts utilised.
- Explain the role of the AI-generated output in the work.

A suggested format from Monash University (2023) would be:

> *I acknowledge the use of [name of AI system(s) and URL] to [specific use of generative artificial intelligence]. The prompts used include [list of prompts]. The output from these prompts was used to [explain use].*

For example:

> *I acknowledge the use of ChatGPT (https://chat.openai.com/) to generate materials for background research and self-study in the drafting of this presentation. I entered the following prompts on 23rd January 2024:*
> - *Write a 50 word summary of the causes of the Indian Rebellion in 1857. Write it in an academic style. Add references and quotations from established historians.*
>
> *The output from the generative artificial intelligence was adapted and modified for the final response.*

ChatGPT has also recently introduced a 'Share Link to Chat' function, which can preserve and share entire discussion sequences. This may also be utilised.

In-text citations and reference lists

In certain circumstances, in addition to a declaration, it may also be required to cite and reference material generated by AI in the same way as any other source in the assessment. Staff will advise students if this applies to pieces of work where AI use has been permitted.

At the time of writing, many major citing and referencing styles are yet to publish guidelines on how to cite and reference AI technology sources. However, the below URLs provide some indication of how to approach doing so in the immediate term.

APA	Chicago	MLA
https://apastyle.apa.org/blog/how-to-cite-chatgpt	https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documzzztation/faq0422.html	https://style.mla.org/citing-generative-ai/

Bibliography

Anderson, M., & Knight, L. (2023). *Use of Artificial Intelligence (AI) Policy Template*. Retrieved from ictevangelist.com/free-resource-use-of-artificial-intelligence-ai-in-education-school-policy-template/. [23/01/2024].

OpenAI. (n.d.). *Is ChatGPT safe for all ages*? Retrieved from help.openai.com/en/articles/8313401-is-chatgpt-safe-for-all-ages [23/01/2024].

Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., and PACE (2023). *AI Guidance for Schools Toolkit*. Retrieved from teachai.org/toolkit. [23/01/2024].

Department for Education (2023) *Generative Artificial Intelligence in Education.* Retrieved from https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education#understanding-generative-ai. [23/01/2024].

Gladd, J. Ph.D. (2023). *Course Policies related to ChatGPT and other AI Tools*. Retrieved from https://docs.google.com/document/d/1WpCeTyiWCPQ9MNCsFeKMDQLSTsg1oKfNIH6MzoSFXqQ/edit#heading=h.oio9fphey5pp. [23/01/2024].

Government of Jersey, CYPES Department. (2023). *Artificial Intelligence (AI) Policy: Generative AI in (Jersey) Education*. Retrieved from https://www.gov.je/SiteCollectionDocuments/Education/P%20AI%20In%20Jersey%20Education%20Policy%2020231006.pdf. [23/01/2024].

JCQCIC. (2023). *AI Use in Assessments: Protecting the Integrity of Qualifications*. Retrieved from jcq.org.uk/exams-office/malpractice/artificial-intelligence/. [23/01/2024].

JCQCIC. (2023). *General Regulations for Approved Centres 2023/2024*. Retrieved from jcq.org.uk/exams-office/general-regulations/. [23/01/2024].

JCQCIC. (2023). *JCQ Suspected Malpractice: Policies and Procedures 2023 – 2024*. Retrieved from jcq.org.uk/wp-content/uploads/2023/09/Malpractice_Sep23_FINAL.pdf. [23/01/2024].

Monash University. (2023). *Acknowledging the use of generative artificial intelligence*. Retrieved from https://www.monash.edu/student-academic-success/build-digital-capabilities/create-online/acknowledging-the-use-of-generative-artificial-intelligence. [23/01/2024].

Russell Group. (2023). *Russell Group principles on the use of generative AI tools in education*. Retrieved from https://russellgroup.ac.uk/news/new-principles-on-use-of-ai-in-education/. [23/01/2024].

St Mary's University. (2023). *St Mary's Policy on Artificial Intelligence (AI).* Retrieved from https://www.stmarys.ac.uk/policies/ai.aspx. [23/01/2024].

Swansea University. (2023). *Policy on the Use of Artificial Intelligence (AI) in Student Assessment.* Retrieved from https://myuni.swansea.ac.uk/academic-life/academic-regulations/aqs-policies/policy-on-the-use-of-artificial-intelligence-ai-in-student-assessment. [23/01/2024].