URSULINE HIGH SCHOOL
Wimbledon

The use of Artificial Intelligence Policy

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To be reviewed yearly.

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"Do something, get moving. Be confident, risk new things, stick with it and then be ready for big surprises!" **St Angela**

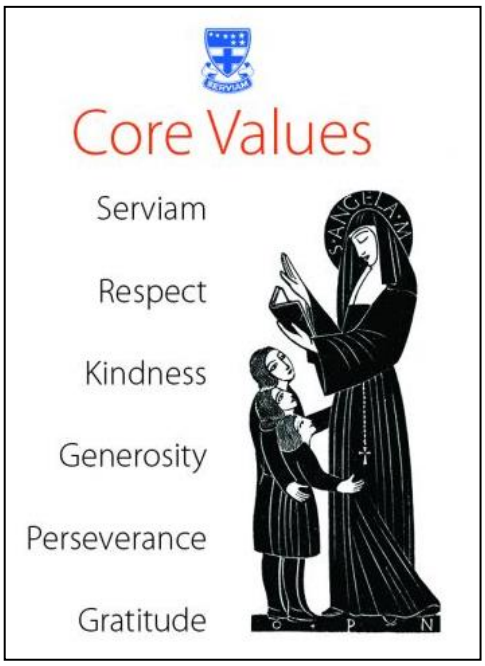
Our Mission

Inspired by the life and work of Saint Angela Merici, our Ursuline school commits itself to education for tomorrow's world within the dynamic tradition of Catholic belief and practice.

As a Christian community, characterised by a spirit of respect, trust and joy, we promote excellence in every aspect of life, thereby fully developing each individual.

Aims

- Set standards of excellence in teaching and learning and to provide a broad, balanced and relevant curriculum
- Develop personal qualities of understanding of self and others, self-discipline and motivation, responsibility, maturity, creative freedom and integrity
- Foster an attitude of respect for all regardless of age, race, colour, creed or gender
- Build peace, promote justice, social concern and, through the celebration of difference, the equality of all people
- Widen horizons, encourage a sense of commitment and service to the wider world, and to enable each one to go on learning and changing all through life



<u>By the time they leave the Ursuline, our students live out the values of St Angela by</u>:

Being willing in the spirit of Serviam to develop their gifts and talents for the good of others and those most in need.

Being able to recognise the uniqueness of individuals by showing respect and love for all while building a community based on the common good.

Being kind, compassionate, strong and confident women of faith with high aspirations for themselves and others.

Being able to adapt to the sign of the times whilst understanding what really matters in life.

Being able to understand their role in the stewardship of the environment.

What is AI?

Artificial Intelligence (AI) is a field of computer science that focuses on creating intelligent machine learning that can be used to perform tasks that typically require human intelligence—such as reasoning or problem-solving.

AI has been developed using algorithms and computer programs to process large amounts of data, learn from it, and make decisions based on that data.

ChatGPT is an example of AI that uses a Large Language Model (LLM). This is a general-purpose model that makes it capable of self-supervised deep learning. This is different to most AI before it where they had supervised learning and were created for a very specific task.

Though trained on simple tasks along the lines of predicting the next word in a sentence, neural language models with sufficient training and parameter counts are found to capture much of the syntax and semantics of human language. In addition, large language models demonstrate considerable general knowledge about the world and can "memorise" a great quantity of facts. The current iteration of ChatGPT (GPT-4) can utilise 1 trillion parameters. To give context of the speed at which the AI is learning, the previous iteration, released 2 years previously, has 175 billion parameters.

AI chatbots currently available include:

- ChatGPT (https://chat.openai.com/auth/login)
- Jenni AI (https://jenni.ai)
- Jasper AI (https://www.jasper.ai/)
- Writesonic (https://writesonic.com/chat/)
- Bloomai (https://huggingface.co/bigscience/bloom)
- Google Bard (https://bard.google.com/)
- Claude (https://claude.ai)

There are also AI tools which can be used to generate images, such as:

- Midjourney (https://midjourney.com/showcase/top/)
- Stable Diffusion (https://stablediffusionweb.com/
- Dalle-E 2 (OpenAI) (https://openai.com/dall-e-2/)

There are also AI tools which can be used to generate music. These include:

- Soundraw (https://soundraw.io/)
- wavtool (https://wavtool.com/)
- Musicfy (https://create.musicfy.lol/)

Implications for Ursuline High School.

Ursuline High School must continue to protect its data, resources, staff and pupils. This policy makes clear that:

- **Personal and sensitive data must be protected and therefore must not be entered into generative AI tools. Any data entered into AI tools should not be identifiable and should be considered as released to the internet.**

- **Ursuline High School commits to a cycle of review and strengthening of our cyber security, particularly as generative AI could increase the sophistication and credibility of attacks.**

- **No piece of work required for any form of Data Analysis (EMB, Mocks etc.) should be marked by AI.**

- **Any tools or resources used at Ursuline High School for the production of any resources, the quality and content of the final document remains the professional responsibility of the person who produces it and Ursuline High School.**
  That member of staff is accountable for both the generated material and the input data.

Generative AI tools have the potential to reduce teacher workload and enhance student learning. They are good at quickly analysing, structuring, and writing text or turning text prompts into audio, video and images.
However the content they produce is not always accurate or appropriate as it can output biased information and is often unable to distinguish between fact and fiction, sometimes producing unreliable information.

Having access to generative AI is not a substitute for having knowledge in long-term memory because you cannot make the most of generative AI without knowledge to draw on. You can only learn how to write good prompts if you can write clearly and understand the domain you are asking about. You can only sense check the results if you have a schema against which to compare them. Generative AI tools can make certain written tasks quicker and easier but cannot replace the judgement and deep subject knowledge of a human expert.

To harness the potential of generative AI, students will need to be knowledgeable and develop their intellectual capability. Strong foundational knowledge ensures students are developing the right component skills to make best use of generative AI. Therefore, a rigorous knowledge-rich curriculum will continue to be crucial in equipping students for the future.

Ursuline High School needs to prepare students for changing workplaces, including teaching them how to use emerging technologies, such as generative AI, safely and appropriately. This will include understanding the limitations, reliability, and potential bias of generative AI, how information on the internet is organised and ranked, and online safety to protect against harmful or misleading content.

Implications of generative AI tools.

Negative	Positive
AI tools will make it easier to hack data and access personal information. **AI will better be able to imitate human dialogue and create more complex "phishing" scams.** **AI tools will make it easier for students to cheat.** **Students will rely on AI for research and lose those essential critical thinking skills.** **AI tools have the potential to do carry out functions more effectively than their human counterparts, resulting in more unemployment.** **AI can be biased and will only be as effective as the input data.** **Some AI tools use older data inputs (ChatGPT-3 for instance uses data prior to 2022, though ChatGPT-4 now uses Bing to be as up to date as possible).** **Deliberate misuse of AI: deepfake images and video used to spread misinformation or harm people's reputations.**	**AI tools can reduce workload, through data analysis tools and resource creation.** **AI tools will generate more jobs and a wider array of different jobs.** **The possibilities are near endless. For example, a paralysed man is now able to walk using a combination of AI and engineering. AI can manage tasks with higher input velocities and computations that any other IT. The only limits are that which we place on it.**

Dangers of AI

There is much talk of how AI could be catastrophic for humanity. This is based around the speed of growth of AI, which has surprised even its creators, and the unease around creating a new "species", one that is more intelligent than humanity.

At this point these concerns hold no relevancy to school policy. As various educational and governmental taskforce develop policy, relevant material can be integrated into this policy, which will be updated ***yearly****, or when intervention is required.*

Using AI in schools.

Generative AI using Large Language Models (LLMs such as ChatGPT or Google Bard) have the potential to reduce workload by:

- Generating resources such as worksheets, lesson plans, marking tools and mark schemes.
- Providing extensive feedback on students' work.

Any work produced by Generative AI is the **responsibility of the educator** and should be quality assured as such.

That member of staff is accountable for work produced by the AI.

No piece of work required for any form of Data Analysis (EMB, Mocks etc.) should be marked by AI.

Teaching and Learning.

- Staff should be trained in identifying work produced by Generative AI.
- Students should be given appropriate training and support in the benefits and limitations of AI. This can be done in PSHEC, Computer Science and Learning Conferences.
- Students submitting work as their own that has been produced by AI will receive the appropriate sanctions for malpractice.
- A Level 1 Sanction on Arbor should be created titled: "Homework Malpractice" for any piece of work that is proven to be created by AI and uncredited.

Guidance from JCQ on the use of AI in assessments.

- As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres, all work submitted for qualification assessments must be the students' own.
- Students 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.
- Students and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice.
- Students 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 student 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.
- Teachers and assessors must only accept work for assessment which they consider to be the students' own (in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres).
- Where teachers have doubts about the authenticity of student 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. Detected or suspected use must be reported.

However, AI tools can be used when the conditions of the assessment permit the use of the internet and where students are able to demonstrate the final submission is their "own independent work and independent thinking".

Students must appropriately reference where they have used AI. For instance, if they use AI to find sources of content, the sources must be verified by students and referenced.

As such, it is recommended that as much of an NEA as possible is completed on site and under supervision. Students should be expected to discuss fluently, with their teacher, any work completed outside of this as a means of identifying ownership of such work.

AI Misuse (Malpractice).

Please refer to the UHS Malpractice policy for further details on JCQ regulations.

AI tools must only be used when the conditions of the assessment permit the use of the internet and where the student is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

Students must be able to demonstrate that the final submission is the product of their own independent work and independent thinking. AI misuse is:

- Where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own.
- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment 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.

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice Documents. The malpractice 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.

The JCQ guidance on referencing can be found in the following:
• Plagiarism in Assessments (https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/)
• Instructions for conducting coursework (https://www.jcq.org.uk/wp-content/uploads/2022/08/Coursework_ICC_22-23_FINAL.pdf)
• The Information for Candidates documents (https://www.jcq.org.uk/examsoffice/information-for-candidates-documents)

Preventing misuse during NEAs & Exams

Please refer to exams policy and malpractice policy.

- Examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages.
- Introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the student understands the material.
- Consider whether it's appropriate and helpful to engage students in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work.
- Do not accept, without further investigation, work which staff suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised – doing so encourages the spread of this practice and is likely to constitute staff malpractice which can attract sanctions.
- Issuing tasks for centre-devised assignments which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models trained using historic data.
- Consider restricting access to online AI tools on centre devices and networks;
- Ensure that access to online AI tools is restricted on centre devices used for exams;
- Set reasonable deadlines for submission of work and providing reminders;
- Where appropriate, allocate time for sufficient portions of work to be done in class under direct supervision to allow the teacher to authenticate each student's whole work with confidence;

Sanctions

- Homework found to have been completed using AI will result in a Level 1 Hwk Malpractice Sanction and the student will resubmit the homework completed during departmental detention.

NEA

- Students 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.

- Students 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 student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria for that section and therefore will not be rewarded.

- EPQs will be treated in the same way as NEAs.

Identifying misuse

Identifying the misuse of AI by students requires the same skills and observation techniques that teachers are probably already using to assure themselves student work is authentically their own. There are also some tools that can be used.

- Comparison with previous work. When reviewing a given piece of work to ensure its authenticity, it is useful to compare it against other work created by the student. Where the work is made up of writing, one can make note of the following characteristics:
  - Spelling and punctuation
  - Grammatical usage
  - Writing style and tone
  - Vocabulary
  - Complexity and coherency
  - General understanding and working level
  - The mode of production (i.e. whether handwritten or word-processed)
- Teachers could consider comparing newly submitted work with work completed by the student in the classroom, or under supervised conditions.

Potential indicators of AI use

If you see the following in student work, it may be an indication that they have misused AI:

- A default use of American spelling, currency, terms and other localisations.
- A default use of language or vocabulary which might not appropriate to the qualification level.
- A lack of direct quotations and/or use of references where these are required/expected.
- Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors).
- A lack of reference to events occurring after a certain date (reflecting when an AI tool's data source was compiled), which might be notable for some subjects.
- Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered.
- A difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work.
- A variation in the style of language evidenced in a piece of work, if a student has taken significant portions of text from AI and then amended this.
- A lack of graphs/data tables/visual aids where these would normally be expected.
- A lack of specific local or topical knowledge.
- Content being more generic in nature rather than relating to the student themself, or a specialised task or scenario, if this is required or expected.
- The inadvertent inclusion by students of warnings or provisos produced by AI to highlight the limits of its ability, or the hypothetical nature of its output.
- The submission of student work in a typed format, where their normal output is handwritten.
- The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay, which can be a result of AI being asked to produce an essay several times to add depth, variety or to overcome its output limit.
- The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content.

ξ Overly verbose or hyperbolic language that may not be in keeping with the candidate's usual style

AI chatbots, as large language models, produce content by 'guessing' the most likely next word in a sequence. This means that AI-generated content uses the most common combinations of words, unlike humans who tend to use a variety of words in their normal writing. Several programs and services use this difference to statistically analyse written content and determine the likelihood that it was produced by AI, for example:

• Turnitin AI writing detection (https://www.turnitin.com/solutions/topics/aiwriting/ai-detector/)

• Copyleaks (https://copyleaks.com/ai-content-detector)

• GPTZero (https://gptzero.me/)

• Sapling (https://sapling.ai/ai-content-detector)

These can be used as a check on student work and/or to verify concerns about the authenticity of student work. However, it should be noted that the above tools, as they base their scores on the predictability of words, will give lower scores for AI generated content which has been subsequently amended by students. The quality of these detection tools can vary and AI and detection tools will continue to evolve.
Spending time getting to know how the detection tools work will help teachers and assessors understand what they are and aren't capable of.
AI detection tools, including those listed above, employ a range of detection models which can vary in accuracy depending on the AI tool and version used, the proportion of AI to human content, prompt types and other factors (such as an individual's English language competency). In instances where misuse of AI is suspected it can be helpful to use more than one detection tool to provide an additional source of evidence about the authenticity of student work.

The use of detection tools, where used, should form part of a holistic approach to considering the authenticity of students' work; all available information should be considered when reviewing any malpractice concerns. Teachers will know their students best and so are best placed to assess the authenticity of work submitted to them for assessment – AI detection tools can be a useful part of the evidence they can consider.

Leadership

Roles & Responsibilities

The Governors agree the Teaching and Learning Policy and monitor its implementation through the Curriculum Committee.

Senior Leadership Team: Assistant Head Teacher for Teaching and Learning

- Supports staff in delivering outstanding research informed teaching practice using AI where appropriate.
- Monitors and reviews the use of AI through Middle Leaders.
- Provides training & support for Teaching and Learning innovation.
- Provides clear expectations of Teaching and Learning using AI.
- Embeds the use of AI into the e-safety policy.
- Works with middle leaders (HOYs and HOFs) to ensure that students are aware of the limitations, benefits and risks of AI and use it appropriately.

Senior Leadership Team: Assistant Head Teacher for CPD

- Delivers an appropriate CPD programme for all staff to understand, recognise and use AI

Senior Leadership Team: Deputy Head Teacher (GDPR Lead)

- Ensures staff are aware of the implications of AI on GDPR.
- Manages any breaches of GDPR.

Middle Leaders

- Curriculum leads will ensure that AI is used responsibly by teaching staff.
- Promotes safe and appropriate use of AI from the students.

Examinations officer and Leadership

- Ensuring that the malpractice policy is up to date.
- Work with JCQ on exams policy relating to the use of AI.

This policy has been produced using several different resources including DfE and JCQ for compliance.

AI Use in Assessments: Protecting the Integrity of Qualifications - JCQ Joint Council for Qualifications

Generative artificial intelligence in education. Departmental statement. March 2023