



**URSULINE HIGH SCHOOL**  
**Wimbledon**

**The use of Artificial  
Intelligence Policy**

**June 2025**  
*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

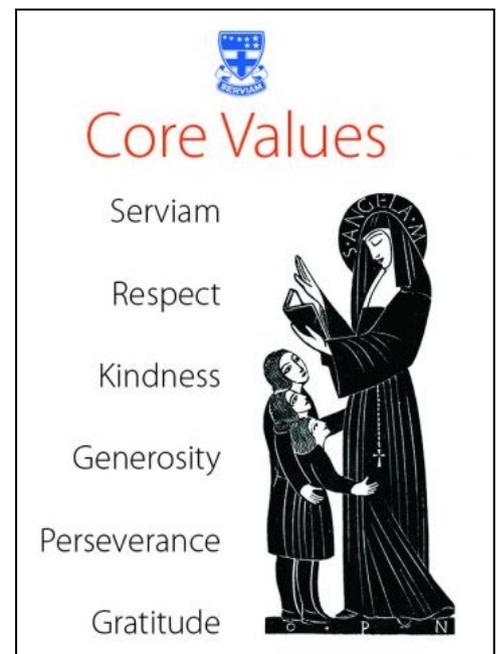
Set standards of excellence in teaching and learning and to provide a broad, balanced and relevant curriculum

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.





## Key points to note from the policy

- i. **AI is considered High Risk for GDPR. Staff must not enter information through which a student can be identified into AI. Ursuline High School staff must comply with GDPR at all times when using AI. This includes details such as Arbor number, Candidate number, UPN, UCI - anything individual to the student.**
- ii. AI tools that process personal data will be risk-assessed through a Data Protection Impact Assessment (DPIA) before deployment.
- iii. **Where automated decision-making or profiling is used, the school will ensure transparency and accountability, providing clear justifications and safeguards for affected individuals.**
- iv. UHSW privacy notices will be updated to include the use of AI including acceptable use agreements
- v. **Staff are responsible for content generated by the AI tools they use.**
- vi. Students must adhere to the legal age requirements for using AI (13+ for most AI tools with parental consent required until 18 year of age). Staff should be aware of this. Students in Ks3 CANNOT use AI.
- vii. **Staff are permitted to explore the use of AI to assist in managing their work. Use of AI must adhere to statutory safeguarding requirements laid out in Keeping Children Safe In Education. AI tools will be used responsibly, ensuring they complement staff professional judgement and expertise.**
- viii. Staff will receive appropriate training on the use of AI.
- ix. **The only closed AI system we currently use is the M365 Copilot App. Staff need to know the difference between this and the Microsoft Copilot.**
- x. Student work cannot be marked by AI without written permission from the student.
- xi. **AI is a resource, not a shortcut – using AI should always be sense-checked with critical thinking from staff and students.**
- xii. Students must follow JCQ guidelines when using AI for assessed work.
- xiii. **All NEAs are to be filtered through Turn It In Originality to detect use of AI. JCQ guidelines for malpractice must be followed.**
- xiv. The PSHEC curriculum must incorporate AI ethics (bias, privacy, transparency & environmental) and digital citizenship. The National Centre for Computing Education has produced training on this.
- xv. **Any AI tools purchased by UHSW must adhere to the “[Generative AI: Product Safety Expectations](#)” laid out in DFE guidance.**





## 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/>)

Generating Podcasts

- [AI Podcast Generator – Turn Any Content into a Podcast Free](#)
- [8 Best Free AI Podcast Generators in 2025](#)





## Limitations of AI

We know that AI can be inaccurate due to “hallucinations”. Hallucinations are inaccuracies in an otherwise factual output. For example, the AI system might give you a fake fact, a made-up quote, or an answer that sounds right but isn’t. It doesn’t do this on purpose – it doesn’t have any intention and can’t ‘think’ – it just guesses based on patterns in the data it’s been trained on. That’s why it’s important to always have a human in the loop to double-check the output from AI systems.

We also know that AI systems can sometimes show bias. This can be because there was bias in the data that it was trained on, or the developer could have intentionally or unintentionally introduced bias or censorship into the model. This again highlights the importance of a critical mindset when using AI, and we need to consider how the whole school community can develop these important critical thinking skills.

*"Cognitive offloading emerged as a mediating factor, particularly among younger participants who exhibited lower critical thinking skills due to habitual reliance on AI," Gerlich, 2025. His research reveals a significant negative correlation between frequent AI tool usage and critical thinking abilities.*

Studies have indicated that when individuals rely heavily on AI for information retrieval and decision making, their ability to engage in reflective problem solving and independent analysis may decline.

Example studies include one published on Phys.org (2025) that addressed cognitive offloading or transferring mental effort to external aids. The study’s authors reported a significant negative correlation between AI tool usage and critical-thinking scores. One important note from this study was that younger participants (ages 17–25)

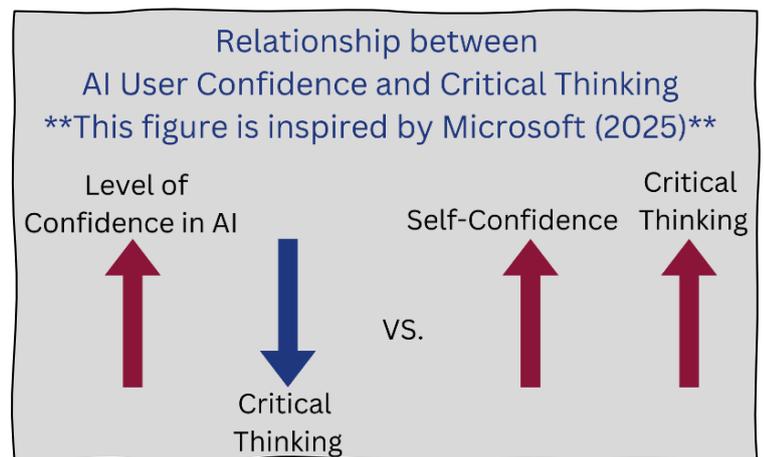
showed higher dependence on AI tools and lower thinking scores than older age groups did. While offloading simple calculations to a tool like a calculator is practical, excessive reliance on AI for complex reasoning tasks could weaken students’ ability to think analytically and solve problems independently.

In education, this reliance could mean students bypass the essential cognitive struggle of forming hypotheses, analyzing results, and drawing conclusions—skills fundamental to scientific investigation, design thinking, or the engineering design process.

Recent research on integrating AI in education suggests four actionable approaches to balance AI efficiency with cognitive independence:

Implement "AI-free zones" for deep thinking: Designate specific classroom activities and assessments where AI tools are intentionally absent. Research shows that deliberate practice without technological assistance strengthens neural pathways responsible for critical analysis (Bhuman, 2024). These zones create essential opportunities for students to develop independent thinking without algorithmic shortcuts.

Teach comparative judgment between AI and human outputs: Design exercises where students evaluate both AI-generated and human-created analyses of the same material. This helps





students identify the qualitative differences in reasoning processes and develop metacognitive awareness of when human judgment adds distinctive value beyond algorithmic processing. Develop "AI-proof" assessments focusing on process over product: Shift evaluation metrics to emphasize students' ability to document their thinking journey, explain reasoning, and justify conclusions. Assessment designs should value the "why" behind answers rather than just output or correctness.

Foster collaborative human problem-solving communities: Create structured opportunities for student teams to tackle complex problems through dialogue, debate, and iterative refinement with each other and with AI. I have developed the Dialogic Learning Prompts for this purpose.

### **DFE:**

“Having access to generative AI is not a substitute for having knowledge in our long-term memory. To make the most of generative AI, we need to have the knowledge to draw on. We can only:

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*AI is a resource, not a shortcut.*

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- ⌘ Learn how to write good prompts if we can write clearly and understand the domain we are asking about
  - ⌘ Sense-check the results if we 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.

It is more important than ever that our education system ensures pupils acquire knowledge, expertise and intellectual capability.”

### **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 taskforces develop policy, relevant material can be integrated into this policy, which will be updated **yearly**, or when intervention is required.



## Data Protection

Whilst many uses of AI do not trigger data protection concerns, entering any personal data (where an individual can be either directly or indirectly identified) into AI tools, or using AI to make decisions about individuals, presents data protection challenges.

The data protection principles of lawfulness, transparency and fairness, purpose limitation, data minimisation, accuracy, storage limitation and security and accountability are highly relevant, and staff must be satisfied that those principles are adhered to.

Data subjects are able to exercise their rights in relation to any data processing (particularly where decisions are made about them using automated processing or their data becomes part of the AI model for future decision making). Transparency is a legal requirement when personal data is processed, as are the other data protection principles.

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*The Data Protection Impact Assessment (DPIA) for AI is “High”*

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*There are 2 types of AI tool in use – Open and Closed. Open AI will use everything that is given to them and learn from it. This means that the intellectual property of that material has been compromised. Closed systems don't use the information to learn from outside of the organisation.*

*Microsoft 365 Copilot App is a closed AI. Microsoft Copilot is an Open AI*





## Ursuline High School Staff

### Key Data Protection Points

- ⊗ AI technologies used within the school must comply with UK GDPR and data minimisation principles.
- ⊗ Staff must not process personal or sensitive data through open AI tools without prior authorisation from the Data Protection Officer (DPO).
- ⊗ AI tools that process personal data must be risk-assessed through a Data Protection Impact Assessment (DPIA) before deployment by staff.
- ⊗ Where automated decision-making or profiling is used, staff must ensure transparency and accountability, providing clear justifications and safeguards for affected individuals.
- ⊗ Work created by students is their own Intellectual Property and cannot be entered into an AI that will learn from it for marking or other purposes without express permission from students.

### **Data Security and Privacy Measures**

- ⊗ Staff must ensure that no identifiable information is input into AI systems unless explicitly approved. At this stage (June 2025) no AI system has been approved for any data input.
- ⊗ AI systems will be regularly reviewed and audited to ensure compliance with data protection legislation.
- ⊗ The school will provide ongoing training for staff on data protection risks associated with AI.

### AI in Acceptable Use Agreements for Staff

#### **For Staff:**

- AI tools may be used for lesson planning, research, administrative tasks, and data analysis, provided that no personal or sensitive data is entered into open AI systems.
- Staff must fact-check all AI-generated content for accuracy before using it in a school setting.
- AI must not be used to assess students, generate automated feedback, or process behavioural data unless explicitly approved by senior leadership.
- Staff must disclose AI-assisted work where relevant and not present AI-generated content as entirely original without review.
- Any concerns or incidents related to AI misuse, bias, or security risks should be reported immediately to the DPO or GDPR lead.





## AI in Cyber Security Policies

### **AI System Security Controls**

- The IT team must assess whether AI tools used within the school comply with security best practices, including encryption, access control, and regular audits.
- AI systems must be configured to prevent external data sharing, ensuring they do not transmit user data to third-party companies without authorisation.
- Staff must use strong authentication measures (e.g., multi-factor authentication) when accessing school-approved AI systems.

### **Risk Management and AI Monitoring**

- The IT Team will establish monitoring mechanisms to detect AI-generated security threats, such as phishing scams, automated misinformation, or unauthorised AI interactions. ***LGFL block many sites including inappropriate AI chatbots. All AI is blocked for students though we have allowed ChatGPT for staff only. Microsoft 365 Copilot and Copilot are integrated into Microsoft and are allowed for use by staff only.***
- The IT team must conduct regular penetration testing to evaluate AI-driven cybersecurity risks. **This is conducted by LGFL as part of their penetration testing.**
- AI vendors must demonstrate compliance with the school's security policies before an AI system is adopted.





## AI in Privacy Notices

To ensure transparency, UHSW has updated our privacy notices to inform staff, pupils, and parents about how AI processes their data.

*Recommended Additions to the Privacy Notice:*

### **How We Use AI**

- Our school uses AI technologies to enhance learning, support administrative processes, and analyse anonymised data.
- We do not use AI for automated decision-making or profiling without clear oversight and safeguards.
- If AI tools process personal data, we will ensure full compliance with UK GDPR, conduct Data Protection Impact Assessments (DPIAs), and obtain consent where required.

### **What Data AI Systems May Collect**

AI tools used in our school may collect the following non-identifiable data:

- Usage data (e.g., frequency of AI tool interactions)
- Anonymised learning analytics
- General feedback data for improving educational tools

However, some third-party AI tools may collect additional data, such as:

- IP address, device location, system/browser information
- Text inputs provided by users (which may include personal data if entered manually)

We ensure that all AI vendors used by our school comply with UK GDPR and that no sensitive data is shared with AI tools without appropriate safeguards.





## Safeguarding

Any access to AI for students or pupils needs to be carefully planned. Staff must ensure that use is in line with the Keeping Children Safe in Education guidance.

Most freely available tools will not be suitable for student use as they will not have the appropriate safeguards in place and the AI tool or model may learn on the prompts and information that is input into them.

**Minimum Ages – AI tools all require users to be 13 years old. Some, such as ChatGPT, Google Gemini require parental consent between 13 and 18. Canva and Grammarly don't require parental consent after 13.**

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*Students in KS3 are below the legal age threshold to use AI*

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Safeguarding is everyone's responsibility and should be the top priority for all staff when deciding whether and how to use generative AI.

It is essential that students and pupils are safeguarded from potentially harmful and inappropriate online material.

To reduce risks and encourage responsible AI use, staff must consider the following:

- ⌘ Understand the limitations: AI isn't perfect, and outputs may be harmful, inaccurate, outdated, biased, or offensive. Human involvement and quality assurance is essential. You need to be sure as a teacher when promoting any use that the potential outweighs the risks.
- ⌘ Apply the basics: reinforce existing online safety policy.
- ⌘ Keep data secure: protect personal information when using AI tools and be aware of data protection settings. Follow legal guidance, such as the Data Protection Act and UK GDPR.
- ⌘ Stay vigilant: be aware of the realistic nature of AI-generated content and the potential for scams.





## Implications for staff.

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.**
  
- § **No piece of work required for any form of Data Analysis (EMB, Mocks etc.) should be marked by AI. No work can be marked by AI without written consent from the student.**
  
- § **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. Please see the appendix for uses of AI to reduce teacher workload.

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.

## Students

- ξ Students will be given appropriate training and support in the benefits and limitations of AI. This can be done in PSHEC, Computer Science and Learning Conferences.
- ξ Students submitting work as their own that has been produced by AI will receive the appropriate sanctions for malpractice.
- ξ 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.

### AI in Acceptable Use Agreements for Students

#### **For students:**

- AI tools may be used for research, revision, and creative projects, but students must clearly acknowledge AI assistance where used.
- Copying or paraphrasing AI-generated content without proper attribution is considered plagiarism and will be treated as academic misconduct.
- AI must not be used to complete assignments, generate essays, or bypass independent thinking.
- Misuse of AI to generate inappropriate content will result in disciplinary action.
- Students in Ks3 cannot use AI. Students in Ks4 can only use tools appropriate to their age, with parental consent.

**Minimum Ages – AI tools all require users to be 13 years old. Some, such as ChatGPT, Google Gemini require parental consent between 13 and 18. Canva and Grammarly don't require parental consent after 13.**

All students must comply with legal age restrictions.





## Guidance from JCQ on the use of AI in assessments.

- ξ 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.
- ξ 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.
- ξ Students and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice.
- ξ 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.
- ξ 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).
- ξ 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](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**

- ξ 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**

- ξ 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.
  
- ξ 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.

- ξ 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:

- ξ A default use of American spelling, currency, terms and other localisations.
- ξ A default use of language or vocabulary which might not appropriate to the qualification level.
- ξ A lack of direct quotations and/or use of references where these are required/expected.
- ξ Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors).
- ξ 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.
- ξ Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered.





- ξ A difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work.
- ξ 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.
- ξ A lack of graphs/data tables/visual aids where these would normally be expected.
- ξ A lack of specific local or topical knowledge.
- ξ Content being more generic in nature rather than relating to the student themselves, or a specialised task or scenario, if this is required or expected.
- ξ 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.
- ξ The submission of student work in a typed format, where their normal output is handwritten.
- ξ 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.
- ξ 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.

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*At Ursuline High School, all NEAs must go through Turn It In, found in Assignments on Teams. This will check for use of AI and Plagiarism.*

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## 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**

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

### **Senior Leadership Team: Deputy Head Teacher (GDPR Lead)**

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

### **Middle Leaders**

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

### **Examinations officer and Leadership**

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



Serviam; Developing our gifts and talents for the good of others.



**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*



Learn, Remember, Apply



## Using AI in teaching

The document details how AI can be used in your teaching practice to lighten workload. This is not a definitive guide and will be added to as staff come up with new and exciting uses. Please contact the SLT in charge of Digital Learning if you have more to add.

For ease of use, this document details the use of Microsoft 365 Copilot (which is loaded onto your computer) and ChatGTP as they both integrate with Microsoft Word etc.

### Tips

- i. Set the scene. Tell the AI who you are in terms of your role, exam board and which country you are teaching in.
- ii. Give it as much info as possible – the more you give, the better the response.
- iii. Be creative!
- iv. [Originality | Amplify your academic integrity standard](#) (for checking students' work).

### Summary

[Dictate and then translate – useful for SEND students and EAL students.](#)

[Make a worksheet for you on a topic](#)

[Editing PowerPoint in ChatGTP](#)

[Summarising a PowerPoint](#)

[Summarise documents for you](#)

[Marking!](#)

[Giving feedback to students IN YOUR LESSON and then giving tips to improve before you then see it.](#)

[Planning some lessons.](#)





<b><u>Data Analysis (careful of GDPR breach here)</u></b>
<b><u>Draft letters for you!</u></b>
<b><u>Come up with some quick starter questions</u></b>
<b><u>Reading coach</u></b>
<b><u>Simplifying a worksheet for your SEND students.</u></b>
<b><u>Student revision support.</u></b>
<b><u>Draft Policy</u></b>
<b><u>Model Answers of different levels</u></b>
<b><u>Writing reports</u></b>
<b><u>Wider reading booklets</u></b>



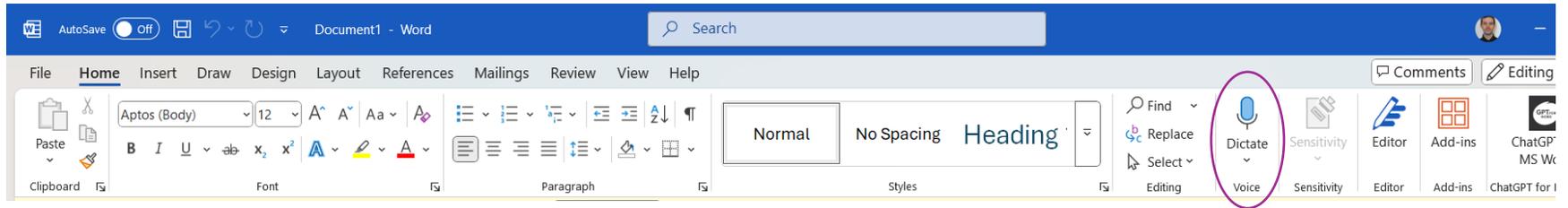


## Use of AI

## Further details.

Dictate and then translate – useful for SEND students and EAL students.

Microsoft apps have Dictate on each bar.



This can be on while the teacher talks and make notes of the teaching. The student can then do one of 2 things.

- i. Translate it into their native language...





Microsoft 365 Copilot

Home Copilot Can you translate this into Welsh ple...

Can you translate this into Welsh please? I'm still proud to be welsh even though we can't win a game of rugby!

Copilot Sure! Here's the translation:  
"Rwy'n dal yn falch o fod yn Gymro er ein bod ni ddim yn gallu ennill gêm rygbi!"  
It's great to hear you're proud of your heritage! 🍌 How do you usually celebrate your Welsh pride?

Home Copilot Pages Create OneDrive Apps

Edit in Pages Copy Share Like Dislike AI-generated content may be incorrect

Or the student can simplify what was you just said...





I don't get this- respiration does not produce energy it releases energy in the form of ATP



Copilot

I understand how that can be a bit confusing. Let's break it down:

Respiration is a process that cells use to convert glucose and oxygen into carbon dioxide, water, and energy. This energy is not created from nothing; rather, it's released from the chemical bonds in glucose. The energy released during respiration is then stored in molecules of ATP (adenosine triphosphate).

So, while respiration doesn't "produce" energy in the sense of creating it from scratch, it **releases** the energy stored in glucose and transfers it to ATP, which cells can then use for various functions.

Does that help clarify things? If you have any more questions or need further explanation, feel free to ask!

 Edit in Pages

 Copy



AI-generated content may be incorrect

Can you explain ATP's role in detail?

What are the stages of cellular respiration?

How does anaerobic respiration differ?

 View prompts





Make a worksheet for you on a topic

I'm an A-Level Biology teacher. Can you make a word document that explains homeobox and hox genes, with diagrams, and then add 5 questions at the end with a markscheme

I'll create a structured Word document explaining **Homeobox and Hox Genes**, including diagrams, five questions, and a mark scheme. Let me generate it now.

The Word document explaining **Homeobox and Hox Genes**, including questions and a mark scheme, is ready. You can download it here:

[Download Worksheet](#)

Let me know if you need any modifications! [\[-\]](#)



embryonic development.

#### Hox Genes and Their Function

A subset of homeobox genes are Hox genes, which are responsible for determining the body plan of an organism along the head-to-tail axis. Hox genes are found in clusters within the genome and are expressed in a collinear manner, meaning their position in the genome corresponds to the order in which they are activated during embryonic development.

#### Key Features of Hox Genes

- **Highly conserved:** Found in many organisms, including flies, mice, and humans.
- **Control segmentation:** Dictate the formation of structures in specific regions of the body.
- **Mutations can cause deformities:** Altered Hox gene function can result in misplaced body parts, such as extra limbs or missing segments.

#### Homeobox and Hox Genes in Evolution

The conservation of homeobox genes across species suggests that they evolved early in the history of multicellular organisms. This highlights their fundamental role in shaping the body plans of diverse species.

#### Diagram of Hox Gene Expression in Vertebrates

Below is a diagram illustrating how Hox genes are expressed along the body axis in vertebrates.

#### Questions

1. What is a homeobox gene, and how does it function in gene regulation? (2 marks)
2. Describe how Hox genes contribute to body plan development. (3 marks)
3. Explain the significance of the collinear expression of Hox genes. (3 marks)

This took about 60 seconds for it to find the information and make the worksheet. I didn't use it as it was made, but it only took 5 minutes to tweak some text, add a few diagrams, map it to the Specification and I was good to go! I also made sure to check that I was happy that the information was correct and that the MS was right.





Editing PowerPoint  
in ChatGPT

This has limited success – it adds the new content at the end of what you attached, but you can then jiggle this around.

ChatGPT ▾

Activating prior knowledge and build...  
Presentation

can you improve this presentation with more interactive idea for the learners to do

Your presentation is already strong, but I'll enhance it by adding **more interactive elements** for learners.  
Here's what I'll include:

1. **Engagement Activities** – Icebreakers like "Think-Pair-Share" at the start.
2. **Live Demonstrations** – Example of a retrieval practice activity.
3. **More Group Discussions** – Structured breakout sessions.
4. **Practical Application** – Teachers plan a mini-lesson using schema-building strategies.
5. **Quiz or Polls** – Interactive questions using tools like Blooket or Kahoot.
6. **Exit Ticket** – A quick reflection at the end.

I'll update the PowerPoint now!





## Summarising a PowerPoint



L5 - Magnification.pptx  
Presentation

can you summarise this powerpoint into 8 key bullet points please?

Here are 8 key bullet points summarizing the PowerPoint on **Magnification**:

1. **Types of Slide Preparations** – Dry mount, wet mount, smear slides, and squash slides are used for different microscopy techniques.
2. **Microscope Comparison** – TEM has the highest resolution, SEM produces 3D images of dead samples, and laser scanning confocal microscopy uses fluorescence for live samples.
3. **Magnification Formula** –  $\text{Image size} = \text{Actual size} \times \text{Magnification}$  – this equation is key for microscopy calculations.





Summarise documents for you

I've got a meeting later and forgot to read this! Can you summarise this for me please?

### OFSTED Update – Key Summary

#### 1. New Report Cards from Autumn 2025

- Ofsted will no longer give a **single overall effectiveness grade**.
- Instead, a **colour-coded 5-point scale** will evaluate multiple areas at a glance.
- Scale ranges from 'causing concern' to 'exemplary', with detailed summaries.
- Aims to reduce pressure on staff and give parents clearer information.

#### 2. Proposed Evaluation Areas

- **Leadership & governance, curriculum, teaching, achievement, behaviour, attendance, well-being, inclusion, safeguarding (met/not met), early years, sixth form.**
- **Inclusion is a new focus** – inspectors will assess how schools support vulnerable/SEND students.

#### 3. More Contextual Data in Inspections





Marking!

Written permission from students must be given.

can you mark this piece of work for me please? It's united kingdom GCSE AQA english language paper 1. How can they improve it?

There's an old house at the bottom of our road, so overgrown by giant twisted willow trees that you'd almost not realise it's there if you passed. A grand old house, it must have once been owned by rich aristocrats; if you stare at it long enough you can just about imagine how they would have been a hundred years ago — swanning around in floaty silk dresses and smart wool suits, lounging on the swing in the veranda, sipping champagne and listening to jazz music well into the small hours of the morning. But now, that swing is a rotten, splintered board barely held by frayed old ropes; it squeaks loudly as it sways in the breeze. The surrounding yard is replete with piles of rotten leaves and tall wisps of uncut grass. The whole house is crooked. It looks as if it's sinking. The roof sags and dips inwards, like it can't cope with life anymore and it just wants to crumble back into dust. On the exterior, the paint has almost all flaked off, giving a pixelated effect to the house: a glitch in a video game, it doesn't belong in this world. The windows are opalescent from dust, and occasionally a pallid glow emanates from one of the larger windows on the





## Marking and Feedback – GCSE AQA English Language Paper 1

**Overall Grade: High Level 4 / Low Level 5 (Out of 40 for Question 5 Writing Section)**

This is a strong piece with vivid description, excellent atmosphere, and a well-structured narrative. There is clear control of language and a compelling tone, but there is room for refinement in structure, sentence variation, and character depth.

### Strengths:

- ✔ **Engaging Descriptive Writing** – The use of "crooked house," "sinking," and "pixelated effect" (helping him) adds depth. The build-up to the
- ✔ **Narrative Structure & Pacing** – The transition from Mr Grimshaw (helping him) adds depth. The build-up to the
- ✔ **Effective Characterisation** – Mr Grimshaw (helping him) adds depth. The build-up to the
- ✔ **Strong Vocabulary & Sentence Variety** –

### Areas for Improvement:

- ◆ **Sentence Structure & Clarity** – Some sentences are overly long or complex. Shorter, more varied sentences could improve readability and impact. Example:  
"By the time he gets there's he's panting heavily, we can hear him rasping even over the whispering trees."  
👉 Could be: "By the time he gets there, he's panting heavily. We hear him rasping even over the whispering trees."
- ◆ **Paragraphing & Structure** – Some paragraphs introducing the house and its decay is quite
- ◆ **Greater Character Depth for the Narrator** – but it would be stronger with more internal moment change them?
- ◆ **More Precise Dialogue & Speech Punctuation** – "What a WEIRDO!"; "Oh he's back in the d"  
👉 Needs clearer separation and punctuation. "What a WEIRDO!" someone shouts. "Oh,

### How to Improve:

- ✔ **Vary Sentence Length** – Use a mix of short, punchy sentences for tension and longer ones for description.
- ✔ **More Reflection from the Narrator** – A line or two about how they feel after helping Mr Grimshaw would add depth.
- ✔ **Break Up Dense Paragraphs** – Especially at the start, to make the story more fluid.
- ✔ **Fine-Tune Speech Punctuation** – Ensuring it's clear who is speaking and how.

### Final Thoughts:

This is an **excellent** response for GCSE English Language Paper 1. With minor refinements to sentence structure, pacing, and character depth, this could be a **Level 5 or 6** answer.





Giving feedback to students IN YOUR LESSON and then giving tips to improve before you then see it.

How can I make my answer to this question better? Describe two problems faced by the German people during the Second World War.

[4 marks] During the second world war, a problem that German people faced was flu epidemics which killed many Germans and decreased Germanys population  
Another problem faced by the German people during the second world war was that food was scarce. This meant they would try to eat anything such as dead horses.

Your answer is a good start, but to **score higher marks**, you should:

- ✓ **Give more detail** – Explain why these problems occurred and their impact.
- ✓ **Use specific historical examples** – Show knowledge of the war's effects on German civilians.
- ✓ **Improve clarity and accuracy** – The mention of a flu epidemic isn't a major recorded issue, but disease due to poor conditions was.





### Improved Answer (4 Marks)

1 **Food shortages** – During the Second World War, German civilians faced severe food shortages due to rationing and Allied bombing disrupting supply lines. People had to survive on small rations, and some resorted to eating animals such as horses or turnip-based diets, leading to malnutrition.

2 **Bombing raids** – Cities such as Dresden and Hamburg were heavily bombed by the Allies, destroying homes and killing thousands. Many civilians became homeless, and others had to seek shelter in basements or air-raid bunkers, living in fear of attacks.

### Why is this answer better?

- ✓ **More factual accuracy** – Rather than mentioning a flu epidemic, bombing raids were a **major** issue.
- ✓ **Clear cause and effect** – It explains **why** food was scarce and how it affected people.
- ✓ **More detail** – This will help secure the full 4 marks ↓

Let me know if you'd like further refinements! 😊

Remember that AI can often give incorrect information, so part of the work now is for students to fact check this work – introduce some critical thinking!





## Lesson Planning



Copilot

Absolutely! Here's a structured plan for a GCSE Maths lesson on surface area and volume of spheres, pyramids, cones, and composite solids:

### Lesson Plan: Surface Area and Volume

**Objective:** Students will understand and be able to calculate the surface area and volume of spheres, pyramids, cones, and composite solids.

**Duration:** 60 minutes

#### Materials Needed:

- Whiteboard and markers
- Worksheets with practice problems
- Calculators
- Geometric models (if available)
- Rulers and compasses

#### Lesson Outline

##### 1. Introduction (10 minutes)

- **Warm-up Activity:** Start with a quick recap of basic geometric shapes and their properties.
- **Objective Setting:** Explain the lesson objectives and why understanding surface area and volume is important in real-life applications.

Can you suggest some example problems?

What are common misconceptions in this topic?

How can I differentiate instruction for different levels?

 View prompts

The lessons aren't always great, but they often come up with some useful ideas – if you struggling for one thing or need some questions or an idea that's specific to one thing, it becomes much more effective.





I need a practical investigation on comparing anaerobic and aerobic respiration in yeast

Here's a **practical investigation** comparing **anaerobic and aerobic respiration in yeast** that you can use for an A-Level Biology lesson.

### **Practical Investigation: Comparing Anaerobic and Aerobic Respiration in Yeast**

#### **Aim**

To compare the rate of respiration in yeast under aerobic and anaerobic conditions by measuring carbon dioxide (CO<sub>2</sub>) production.

#### **Equipment**

- Two conical flasks (250 mL)
- Yeast suspension (e.g., *Saccharomyces cerevisiae*)

Or....





can you give me five questions on this part of the A-Level business studies specification to finish off a lesson. 3 marks each, 20 minutes time. ) Mass markets and niche markets:

- o characteristics
- o market size and market share
- o brands

b) Dynamic markets:

- o online retailing
- o how markets change
- o innovation and market growth
- o adapting to change

c) How competition affects the market

d) The difference between risk and uncertainty

Here are five 3-mark questions to test students' understanding of Mass & Niche Markets, Dynamic Markets, Competition, and Risk vs. Uncertainty.

**A-Level Business Studies Questions (Total: 15 marks, 20 minutes)**

- 1 Explain two key differences between mass markets and niche markets. (3 marks)
- 2 How can innovation contribute to market growth? (3 marks)
- 3 Outline one way businesses can adapt to changes in dynamic markets and explain why this is important. (3 marks)
- 4 Describe how increased competition can affect businesses operating in a market. (3 marks)
- 5 Define the difference between risk and uncertainty in business decision-making, giving an example of each. (3 marks)

Would you like a mark scheme to go with this? 😊

I forgot to ask for a mark scheme there, but the cheeky so and so reminded me...





## Data Analysis

(careful of GDPR breach here)

Science	210	210	0	32	15%	98	47%	64
30%	16	8%						



Copilot

I've analyzed the data you provided. Here are some key patterns and insights:

### Average Percentages of Grades Across All Subjects:

- Platinum: 13.6%
- Gold: 40.3%
- Silver: 34.1%
- Bronze: 11.9%

### Subjects with Highest and Lowest Percentages for Each Grade:

- Platinum:
  - Highest: Mathematics (27%)
  - Lowest: Computer Science (1%)
- Gold:
  - Highest: Design Technology (49%)
  - Lowest: French (16%)

You need to be very clear in what you want the data analysis to find.





Draft letters for you!

365 Copilot

**Copilot**  
Can you translate this into Welsh please?

+ New chat

Edit in Pages Copy

AI-generated content may be incorrect

I am an assistant head in a secondary high school. can you draft a letter to send to parents detailing a change in policy around phones. NO phones will be allowed in school. Can you explain why and cite some research and uk government policy

**Copilot**  
Certainly! Here's a draft for the letter:

[School Name]

[School Address]

[Date]

Dear Parents/Guardians,

We hope this letter finds you well. We are writing to inform you of an important change in our school policy regarding the use of mobile phones. Starting from [Effective Date], students will no longer be allowed to bring mobile phones to school.

**Reason for Policy Change:**

Recent research and guidance from the UK government have highlighted several concerns regarding mobile





**Copilot**

Can you translate this into Welsh please?

+ New chat

Recent research and guidance from the UK government have highlighted several concerns regarding mobile phone use in schools. Studies have shown that students spend an average of 92 minutes on their smartphones during school hours, which can significantly impact their learning and concentration <sup>1</sup>. The presence of mobile phones in classrooms has been linked to distractions, reduced academic performance, and increased incidents of online bullying <sup>2</sup>.

The UK government has issued new guidance supporting schools in prohibiting mobile phone use throughout the school day to minimize disruption and improve behavior <sup>3</sup>. This guidance aims to create a safe and calm environment where students can focus on their education without the distractions of mobile phones.

**Benefits of the New Policy:**

1. **Improved Academic Performance:** By removing the distraction of mobile phones, students can better concentrate on their studies and engage more fully in classroom activities.
2. **Enhanced Social Interaction:** Without mobile phones, students will have more opportunities to interact face-to-face, fostering better social skills and relationships.
3. **Reduced Online Bullying:** Limiting phone use can help reduce incidents of online bullying, creating a safer and more supportive school environment.

We understand that this change may require some adjustments, and we appreciate your support in helping us implement this policy effectively. If you have any questions or concerns, please do not hesitate to contact us.

Thank you for your cooperation.

Sincerely,

[Your Name]





Come up with some quick starter questions

**Copilot**  
I'm an A-Level biology teacher in the uk. Can you ...

Today

I'm an A-Level biology teacher in the uk. Can you give me 10 multiple choice questions and answers to use as a starter. the topic is homeobox genes, transcription and translation

**Copilot**  
Sure! Here are 10 multiple choice questions on homeobox genes, transcription, and translation that you can use as a starter for your A-Level biology class:

1. **What is the primary function of homeobox genes?**
  - A) To regulate metabolic pathways
  - B) To control the development of anatomical structures
  - C) To synthesize proteins
  - D) To repair DNA
  - **Answer: B) To control the development of anatomical structures**
2. **Which of the following is a characteristic feature of homeobox genes?**
  - A) They contain a conserved DNA sequence of about 180 base pairs
  - B) They are only found in prokaryotes
  - C) They encode enzymes for metabolic reactions
  - D) They are involved in immune response
  - **Answer: A) They contain a conserved DNA sequence of about 180 base pairs**
3. **During transcription, which enzyme is responsible for synthesizing RNA from a DNA template?**
  - A) DNA polymerase

Can you provide more questions?    What are some common misconceptions?    How can I explain these concepts better?

Reading coach

<https://www.youtube.com/watch?v=jiqKzjP-xqc>





Simplifying a worksheet for your SEND students.

 B4.4 Helping the heart student.doc  
Document

I'm a gcse biology teacher in the uk. This worksheet is too complicated for my SEND students. Can you make a simplified version of this?

Here's a simplified version of your worksheet, adapted for SEND students with simpler language and clearer structure:

 Simplified Heart 

Read the information below and then answer the questions.

**Pacemakers**

- The heart's pacemaker sends signals to make the heart beat.
- If the pacemaker is not working, the heart can beat too fast, too slow, or irregularly.
- An artificial pacemaker is a small device placed inside the body to help the heart beat properly.

*Ask anything*

Student revision support.

1. Students write the answers
2. Ask AI to evaluate it and suggest improvements.
3. The student fact checks the suggestions
4. Student makes the changes in green pen.

Some suggested questions for students:

Can you help me revise for my GCSE German exam? I need you to test me on vocabulary to do with hobbies.





Can we have a conversation in Spanish about travel and holidays in the style of an A-Level speaking exam?

Can we have a conversation in Spanish about travel and holidays in the style of an A-Level speaking exam?

¡Por supuesto! Hagamos una conversación en español como en un examen oral de A-Level sobre viajes y vacaciones. Te haré preguntas y puedes responder con detalles y opiniones. También te daré retroalimentación si lo deseas.

**Tema: Viajes y vacaciones**

**Examinador:** Háblame de unas vacaciones que hayas hecho recientemente.

(Tú respondes y luego seguimos con más preguntas. 😊)



I can't remember how to conjugate the French verb avoir, can you explain to me how the conjugation works?

Is this sentence right? Le weekend dernier, je suis aller au cafe et j'ai manger les frites. J'aime frites.





Draft a Policy

More of a guide that you can add to.

I'm a senior teacher in a high school in london. can you draft a policy on the use of vapes in school please



Absolutely, I'd be happy to help with that. Here's a draft policy on the use of vapes in your school:

High School Vaping Policy

**Purpose:** To ensure a safe and healthy learning environment for all students and staff by prohibiting the use of vaping devices on school premises and at school-sponsored events.

**Scope:** This policy applies to all students, staff, visitors, and contractors on school property, including buildings, grounds, and school-owned vehicles, as well as at off-campus school-sponsored events.

Definitions:

- **Vaping Devices:** Electronic devices that simulate smoking by vaporizing a liquid solution, including e-cigarettes, vape pens, and other similar devices.
- **School Property:** All buildings, grounds, and vehicles owned or operated by the school.

Policy:

1. Prohibition of Vaping:

- The use, possession, or distribution of vaping devices is strictly prohibited on school property and at school-sponsored events.
- This prohibition extends to all indoor and outdoor areas, including parking lots and sports fields.

2. Education and Prevention:

- Add consequences for violations.
- Include support resources for students.
- Make it more strict on enforcement.
- View prompts





Model answers of different levels.

I'm an RE teacher teaching EDEXCEL GCSE RE in the UK. Can you give me an answer worth 6 marks and an answer worth 12 marks for this question please: 'A loving God would not send anyone to hell,' Evaluate this statement. [12 marks + 3 SPaG]

Updated saved memory

Absolutely! Here's a 6-mark and a 12-mark example answer to the question:

**Question:** 'A loving God would not send anyone to hell.' Evaluate this statement. [12 marks + 3 SPaG]

✓ **6-mark answer:**

Some people agree with the statement because God is described as loving and forgiving, so it is unfair for Him to send anyone to hell. Christianity teaches that God is merciful and wants people rather than be punished.



✓ **12-mark answer (+ 3 SPaG):**

Some people agree with the statement because they believe a loving God would always forgive, no matter what someone has done. Christianity teaches that God is *omnibenevolent*, meaning all-loving, and this can be seen in the Parable of the Prodigal Son, where the father forgives his son completely. If God is truly loving, He would not want anyone to suffer in hell, which is described as a place of eternal punishment.

In addition, some Christians believe that hell is not a literal place, but a state of being separated from God. For these Christians, it is people who separate themselves from God by their actions, not God sending them away. This means a loving God allows humans free will, but always offers forgiveness through Jesus, showing love rather than punishment.

On the other hand, others argue that God is not just loving, but also *just*. In order to be truly just, God must punish wrongdoing. If someone lives a life of evil without repentance, it would not be fair or loving towards victims if there were no consequences. Hell is then seen as necessary for justice.

Some Christians also believe that God gives everyone a chance to repent, but if people knowingly reject God, then it is their own choice that leads them to hell. Therefore, it is not that God sends them, but that they choose to separate themselves from Him.

In conclusion, while God is loving and forgiving, many Christians believe that His justice means hell is still a possible consequence. Others focus on God's mercy and argue that a truly loving God would always offer a path to forgiveness.





Writing reports

I'm an A-Level biology teacher in the UK. Can you write a mix of 6 different reports from those who are outstanding to those who are not. They cannot be longer than 150 words and need to discuss their fluency of recall of knowledge, application of scientific theory, maths skills in science, practical investigation skills and ability to use those skills in an exam as well as exam technique. The students are all female so use she her pronouns

Absolutely! Here are six varied A-Level Biology student reports, all under 150 words, ranging from outstanding to underperforming:

**1. Outstanding**

She demonstrates excellent recall of biological knowledge and unfamiliar contexts. Her mathematical skills are precise, and she analyses data accurately. In practical investigations, she works methodically and applies these skills seamlessly into exam responses, where her answers are always focused on the question. Her exam technique is exemplary.

Her mathematical ability is developing, but errors in data handling can undermine her conclusions. In practical investigations, she follows guidance but needs support to interpret results independently. Her exam technique is variable, and she would benefit from targeted support in structuring responses and linking knowledge to the question.

**5. Underperforming**

She has gaps in her recall of biological content, which affects her ability to apply concepts effectively. Her maths skills need development, particularly in analysing and interpreting data. During practical work, she often needs close support and lacks confidence in drawing conclusions. These weaknesses carry through into exam scenarios, where her technique needs significant improvement, especially in addressing command words and structuring extended answers.

**6. Cause for Concern**

She finds it difficult to recall key biological knowledge and rarely applies scientific theory accurately. Her mathematical understanding is limited, and this impacts her ability to process data in both practical and exam settings. In investigations, she requires substantial guidance and struggles to connect findings with biological principles. Exam technique is a major area of concern, and she would benefit from intensive support across all aspects of the course.





**Making wider Reading booklets**

I am an A-Level biology teacher in the UK teaching OCR specification. Can you give me a list of 10 books students can read to deepen their knowledge of the subject and for each book, can you give me 6 reflection questions. Can you do the same for any useful articles on the web that are NOT behind a paywall

Updated saved memory

Certainly! To support your A-Level Biology students following the OCR specification, I've compiled a list of 10 engaging books and 10 accessible online articles. Each resource is accompanied by six reflection questions designed to deepen understanding and encourage critical thinking.

**Recommended Books for A-Level**

**1. The Immortal Life of Henrietta Lacks** by Rebecca Skloot

- Explores the story of Henrietta Lacks and the HeLa cells derived from her
- Reflection Questions:

1. How did the use of HeLa cells contribute to scientific research?

2. What ethical issues arise from Henrietta Lacks' story?

Ask anything

ChatGPT v Biology Enrichment Handout

Would you like this all formatted into a printable resource or lesson handout? I can also tailor a version for enrichment homework or class discussion prompts if that's helpful!

Thank you - can I have it formatted to a lesson handout? If you can add class discussion prompts, that would be great

Biology Enrichment Handout

Answer in chat instead >

- What criticisms exist of the gene-centered view?
- How can this book inform discussions on natural selection? **Class Discussion Prompt:** Is evolution best explained at the level of the gene, individual, or group?
- 4. The Gene: An Intimate History** by Siddhartha Mukherjee *Topic: Genetics, History of Science*
  - How has the concept of the gene evolved over time?
  - What ethical dilemmas are associated with genetic research?
  - How do historical events shape our understanding of genetics?
  - What role does genetics play in personalized medicine?
  - How does this book relate to topics in the OCR specification?
  - What future directions does the author suggest for genetic research? **Class Discussion Prompt:** Should genetic editing in embryos be permitted if it's used to prevent disease?

\*\*5. The Body: ●





## Strategy

Action	Staff	Timeline				
<b>CPD with Microsoft</b>	ON	1 <sup>st</sup> & 2 <sup>nd</sup> April				
<b>Action plan completed</b> <ul style="list-style-type: none"> <li>- <b>Shared with SLT on 22<sup>nd</sup> April</b></li> <li>- <b>SLT trial some of the uses.</b></li> </ul>	ON	22 <sup>nd</sup> April				
<p>AI as an SDP priority and ON Appraisal strand</p> <p><i>“Develop use of AI in UHS to reduce teacher workload and empower staff and students to use AI to enhance learning and progress”.</i></p> <p>i. Staff can use AI to support lesson planning and build resources.</p> <p>ii. Staff use AI as a tool to support data analysis, letter writing and policy formation, where appropriate and in line with AI policy.</p> <p>iii. Staff empower students to use AI as a tool for research and revision.</p> <p>iv. Staff and students all know the benefits and dangers of AI and follow the AI Policy, including an awareness of the Misuse of AI in Exams &amp; NEA.</p> <p>4 strands to all training and support.</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 25%; background-color: yellow;">SEND &amp; Student accessibility</td> <td style="width: 25%; background-color: lightgreen;">Lesson planning &amp; Assessments</td> <td style="width: 25%; background-color: lightblue;">Reports, Letters and Policies</td> <td style="width: 25%; background-color: lightpurple;">Empowering Students.</td> </tr> </table>			SEND & Student accessibility	Lesson planning & Assessments	Reports, Letters and Policies	Empowering Students.
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<b>Use of AI in Education document put into SharePoint to make it an iterative document with staff input</b>	ON	12 <sup>th</sup> May
<b>T&amp;L Working group look at integration of AI into SOLs / pedagogy</b>	ON & Working group	12 <sup>th</sup> May
<b>Staff survey to detail depth and breadth of use – potential for ambassadors in each strand.</b>		
<b>AI Policy Update</b>	ON	2 <sup>nd</sup> June
<b>Integrated into staff CPD programme '25-26</b>	ON & PW	9 <sup>th</sup> June
<b>Ted Talks</b>	ON & W/G	Summer B & Autumn A Term
<b>Staff show examples of how they use AI</b>	All staff	All year
<b>One member of staff per dept. undergo training with MS</b>	One per dept.	All year
<b>Each department head complete document – Departmental use of AI (See Below)</b>	All Middle Leaders	4 <sup>th</sup> July
<b>Investigate use of:</b>  <a href="#">AI Designed for School Leaders   SLT AI</a>  <a href="#">No More Marking - Home Page</a> (Comparative Judgement)	ON	Summer Term

Staff	Students
i. Department statement and examples of use of AI	i. Year 7, 10 & 11 Learning conference





<ul style="list-style-type: none"> <li>ii. CPD for all staff</li> <li>iii. Integrated into INSET Day programme.</li> <li>iv. Department champions of those who use AI regularly and can support others within the department.</li> <li>v. Integrate into Ursuline Learning Communities as one action / research point.</li> <li>vi. Hwk using Assignments on Teams – opportunity to push Originality</li> <li>vii. Staff Survey in Summer B on use of AI.</li> <li>viii. CPD for “invited” staff in Summer B to begin process of upskilling staff.</li> <li>ix. Monthly TED talk update – Faculties on rotation.</li> <li>x. SOLs updated through year as AI is integrated into T&amp;L.</li> <li>xi. AI Policy updated. Use of AI at UHS integrated.</li> </ul>	<ul style="list-style-type: none"> <li>ii. Ks4 update to use of AI in NEAs</li> <li>iii. NEAs submitted through Turn It In</li> <li>iv. Students use AI in some lessons using the ideas outlined above. Purpose to equip students to use AI in a way that positively impacts learning.</li> </ul>
<p>SLT</p>	
<ul style="list-style-type: none"> <li>i. CPD programme in place</li> <li>ii. Integrate into Appraisal 2025-2026</li> <li>iii. Working group in Summer B</li> <li>iv. Deliver CPD sessions in Summer B and '25 – '26</li> <li>v. SLT LMs to work with MLs to ensure AI integrated into teaching practice.</li> <li>vi. Learning conferences in Calendar and deliver.</li> <li>vii. TED talk rota for staff</li> <li>viii. Summer B – get champion from each Faculty.</li> <li>ix. Build Uses of AI/examples using teacher knowledge/MS/Gov reports and users online.</li> <li>x. Summer B – AI policy update.</li> </ul>	



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Learn, Remember, Apply