



# Wakefield Grammar School Foundation

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**VALIDITY – Policies should be accessed via Firefly to ensure the current version is used.**

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# WGSF Artificial Intelligence (AI) Policy

## 1. Introduction

WGSF recognises that Artificial Intelligence (AI) is a fast-moving technological development and can be used to enhance education, support students and teachers, and create inclusive learning environments. However, it also has its limitations and needs to be used appropriately.

AI is distinct from other digital technologies due to its potential to profoundly reshape societies, economies and education systems. Unlike conventional information and communication technologies (ICTs), AI poses unique ethical and social challenges, such as issues of fairness, transparency, privacy and accountability. Additionally, AI's unique ability to mimic human behaviour can directly impact human agency. These challenges require dedicated competencies beyond the scope of traditional digital literacy.

AI in education has the potential to reduce workload and free up time for teachers and support staff. It can quickly analyse, structure and write text, as well as turn prompts into audio, video and images. However, the content produced by AI could be inaccurate, inappropriate, biased, taken out of context or out of date. Also, AI tools can produce unreliable information, and all generated content requires professional judgement to check for appropriateness and accuracy.

Linked policies:

[WGSF ICT Acceptable Use Policy](#)

[Schools' Behaviour Policies](#)

[WGSF Exclusion Policy](#)

[WGSF Exams Policy](#) (*internal policy*)

[WGSF Staff Code of Conduct](#) (*internal policy*)

## 2. Wakefield Grammar School Foundation AI Values

We will seek to harness the power of AI to enhance education, support pupils, teachers and support staff and create effective and inclusive learning and work environments in accordance with the following underlying principles:

- Legal compliance: Importantly, our AI use at all levels will be in accordance with our legal obligations, including (but not limited to) adherence to data protection law, intellectual property and confidentiality obligations.
- Regulatory Compliance: WGSF complies with UK AI regulations and guidelines provided by bodies such as the Department for Education (DfE) and ISI. Regular reviews will be conducted to ensure AI use within the Foundation meets current legal and regulatory standards.
- Ethical Use of AI: We believe that these technologies can greatly enhance teaching, learning and supporting functions, but they must be used in a manner that respects individual rights, promotes fairness, and prevents discrimination. We will be vigilant about identifying any biases that derive from the data/content AI has been trained on or the ethical overlay that humans may have added.

- Transparency: We will be transparent and accountable in our AI decision-making processes.
- Understanding AI: AI will soon be a part of most productivity and creativity tools, blending with human output. We aim to guide users to use AI effectively and make good decisions.
- AI accuracy and bias: We will be mindful about identifying biases that derive from the data AI has been trained on or the ethical overlay that humans have added.
- AI limitations: While recognising and utilising the power of AI for educational benefits, we will also acknowledge its limitations.
- Equality and inclusivity: We will consider using AI to broaden our communities, bridge the digital divide, and create a supportive and inclusive AI culture.
- Mental Health: We will be mindful of the potential of AI to impact both positively and negatively on mental health and will teach staff and pupils to use it responsibly.
- Student Empowerment: AI should encourage active engagement, independent thinking, and the development of skills and dispositions for life. The capacity of AI to 'steal the struggle' from students is acknowledged and should be avoided.
- Creative Collaboration: We should embrace AI's opportunities to work together to be creators, not just content generators.

### 3. **Appropriate Uses of AI in School (for Pupils)**

This policy covers any generative AI tool, whether stand-alone products or integrated into productivity suites, e.g., Microsoft 365 and Google Workspace. This policy relates to all content creation, including text, artwork, graphics, video and audio.

Unless specifically told not to by your teachers, you can use AI tools to generate content (text, video, audio, images) that will end up in your coursework, homework, activities and responses. There are situations and contexts within the school where you may be asked to use AI tools to enhance your learning and to explore and understand how these tools can be used.

Conversely, there are situations in which the use of AI is forbidden, and the tasks will be framed in a way that avoids using AI tools, such as working offline or under supervised conditions.

- Please ask your teacher if you need clarification or have questions BEFORE using AI for any assignment.
- You may use AI programs (such as ChatGPT) to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. You should check and verify ideas and answers against reputable source materials.
- Large language models (LLMs) can sometimes make up incorrect facts and fake citations. Code generation models tend to produce inaccurate outputs. Image generation models can produce biased or offensive products. You will be responsible for any content you submit, regardless of whether it originally comes from you or a foundation model.
- You must indicate what part of the assignment was written or created by AI and what was written or created by you. You may not submit any work generated by an AI program as your own.

- Work that has been supported by AI will be evaluated on its academic merit and originality. Teachers may request further information from you regarding your use of AI in assignments.
- The submission of AI-generated answers as your own work constitutes plagiarism and violates WGSF procedures. We reserve the right to use AI plagiarism detectors or our academic judgement to identify unappreciated uses of AI.
- Students must maintain confidentiality in their interactions with AI tools and must not disclose any confidential or personal information about themselves or any other people to the AI model since then the information may be in the public domain and accessible to others. Additionally, students should not use AI tools for advice on emotionally/socially complex problems or other sensitive issues (for example, medical diagnoses or wellbeing concerns).

#### **4. AI Misuse for Examinations (for pupils)**

Training sessions for pupils in Year 10 and 12 (in study skills lessons or similar) will be carried out on AI including referencing how to avoid malpractice in non-exam assessments (NEAs) through the use of AI. Please see the WGSF Exams Policy.

Our school abides by the [JCQ AI Use in Assessments: Protecting the Integrity of Qualifications](#) for assessments summarised below.

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications.

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 product is their own independent work and independent thinking.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies

#### **5. AI Misconduct (for pupils)**

There will be consequences for breaking the Foundation's trust in you to use and learn from AI tools responsibly.

- Any plagiarism or other forms of cheating will be dealt with under WGSF policies.
- Your AI privileges may be curtailed, even when allowed in your coursework.
- Plagiarism still applies to any improperly cited use of human work or submission of work by another human as your own.
- When it relates to NEA, pupils will be required to sign authentication statements, and any suspected misuse of AI will need to be reported to the relevant awarding body.

All cases of academic misconduct will be referred to the Head.

## 6. Appropriate Uses of AI in School (for Staff)

There will be multiple situations in which staff may find it helpful to use AI but the following principles will apply:

- All uses must be transparent and honest – staff must not pass off AI-generated work as their own but acknowledge to colleagues and students alike the extent of AI assistance, and where possible give the sources that the AI model used, just as pupils are asked to do.
- AI tools must not be used to impersonate individuals or organisations, in a misleading or malicious manner, or to generate content that is unlawful, harmful, or offensive.
- Use of AI tools and data/content created using such tools must comply with the following policies: WGSF Staff Code of Conduct and the WGSF ICT Acceptable Use Policy.
- AI must not be used to help generate official school pupil or parent-facing correspondence without clearance and checking from an appropriate member of SLT.
- AI must not be used to write or to help write any parts of reports that go to pupils or parents, without appropriate proof-reading and checking. No personal data should be shared at any point (see Section 7).
- AI should enhance, not replace, human creativity. Examples include but are not limited to lesson planning, quiz creation, and flashcard generation. Teachers MUST verify the suitability, accuracy, and curriculum alignment of any AI-generated materials.
- AI must not be used to mark or help assess work without being transparent about this, both to the student(s) concerned on each occasion and to the Head of Department (or line manager if a HoD). AI should not be the sole decision maker in assessments or grading. Teachers should always have the final say in evaluations, ensuring fairness and accuracy.
- Staff must use appropriate discretion and due diligence to assess whether information obtained from generative AI tools infringes upon any third party rights (for example, branding, logos or third party academic output) and refrain from using such material. The school will not be responsible for any infringing use.
- Staff must not give an AI model any personal or professional information about themselves, the school, other staff members, pupils or their families. Additionally, staff must not use generative AI tools to attempt to resolve emotionally/socially complex problems or other sensitive issues (for example, medical diagnoses or wellbeing concerns) in a school context.
- No information about school events or trips using specific locations, or information that makes the school or any individual identifiable, for example to help write risk assessments, may be put into a search engine or AI tool.
- Staff must not input any proprietary and/or confidential information belonging to the school, other members of staff, or students on AI tools. Aside from personal information (which is discussed above), such information includes (but is not limited to): financial materials, images of the school/school materials, other intellectual property, or commercial information.
- Staff must not use AI tools to make pupil or other workplace-related decisions that could have significant educational, legal, social or other similar effects (for example, disciplinary, academic assessment, or employment-related decisions).
- Staff must be aware of the potential biases and inaccuracies of generative AI tools and inform students about these risks.
- Staff should familiarise themselves with the guidelines about AI use and the potential of AI tools, since even if an individual member of staff does not use it, it is likely a significant number of our students will be.
- All staff have a responsibility to ensure, if AI is used, sensible and appropriate use, and to have read the JCQ guidelines in full (as summarised in Section 4).

If in doubt about whether use of AI is advisable or allowable, consult colleagues and ultimately your line manager.

## **7. Privacy, Data Protection, and Cybersecurity**

Any use of AI that involves personal data must comply with UK data protection laws (GDPR). Sensitive personal data must not be input into AI tools unless explicitly authorised.

The use of AI tools increases cybersecurity risks. The Foundation will regularly review and update its security measures to protect against AI-related threats. Staff and pupils will receive training on safe AI practices.

## **8. Parental Involvement**

Parents and guardians are encouraged to support the school's policies on responsible AI use. Resources will be provided to help parents guide their children in using AI responsibly outside of school.

## **9. Violations of this Policy**

Any violation of this policy, including the dishonest use of AI or failure to disclose its use, will be handled in accordance with the Schools' Behaviour Policies (for pupils) and the Discipline and Conduct Policy and Procedure (for staff). Penalties may range from academic consequences to restrictions on the use of AI tools.

## **10. Training and Awareness**

Teachers and staff will receive training on the ethical use of AI and its application in education. This will ensure they are equipped to guide pupils in using AI responsibly.

Pupils will be educated on the potential risks and benefits of AI as part of their digital citizenship training. This will include discussions on academic integrity and safe AI use.

## **11. Policy Review and Updates**

This policy will be reviewed annually to ensure it reflects the latest technological developments and legal requirements. Updates will be communicated to all stakeholders.

The Foundation welcomes feedback from staff, pupils, and parents to ensure the policy remains effective and relevant.