



## ARTIFICIAL INTELLIGENCE POLICY

<b>Person(s) responsible for this policy</b>		<b>Head Of Digital Learning</b>	
<b>Last review by</b>	<b>Paul Frost</b>	<b>Review date</b>	<b>October 2024</b>
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### **Key Terms**

Artificial Intelligence (AI) refers to the development of computer systems that can perform tasks that typically require human intelligence, such as learning, problem-solving, and decision-making. These systems often employ algorithms, machine learning, and data analysis to simulate human cognitive functions and adapt to varying situations.

A large language model is a sophisticated computer program that has been trained on vast amounts of text data to understand and generate human-like language. It can be used for various tasks like answering questions, creating text, and engaging in conversations.

Examples include chat GPT

### **Introduction**

Artificial Intelligence (AI) has emerged as a transformative force in education, offering new opportunities for both teachers and students in secondary schools. This AI policy outlines the guidelines and principles for the ethical and responsible use of AI within the Streatham and Clapham High School (SCHS) community. The policy is structured to address three key areas:

1. how teachers will use AI
2. how pupils will use AI in the classroom and at home
3. how child protection issues will be addressed.

## **1. How Teachers Will Use AI**

Teachers play a pivotal role in harnessing the power of AI to enhance the educational experience for students. The following guidelines will govern how teachers use AI within the school:

### **AI for Resource Creation:**

Teachers are encouraged to leverage AI tools to create engaging and personalised educational resources. AI can assist in generating interactive lesson plans, quizzes, and multimedia content that cater to diverse learning styles. However, it is crucial for teachers to maintain a critical role in curating and evaluating the quality of AI-generated resources to ensure alignment with curriculum standards and educational objectives. Staff should be candid with their students about how they are using ChatGPT and AI in their lessons

### **AI for Administrative Tasks:**

Staff members are permitted to use AI to streamline administrative tasks, such as writing reports and analysing student performance data. This can help teachers save time, allowing them to focus more on instructional activities and student engagement. The responsible use of AI tools for administrative purposes should be emphasized, with a commitment to maintaining the privacy and confidentiality of student information. AI assistance may be used in writing emails, but it is crucial to review the AI-generated content for tone and accuracy. It is preferable that a human should write high-stakes personal communication. In addition, no decision will be made within the school without human involvement and a human will always be responsible for content created by AI. All outputs from AI must be reviewed by a human.

### **Professional Development in AI:**

To ensure effective integration of AI into teaching practices, the school will provide ongoing professional development opportunities for teachers. Training sessions will cover the emerging AI tools, methodologies, and ethical considerations. This will empower teachers to make informed decisions about the use of AI in the classroom and stay abreast of advancements in educational technology.

## **2. How Pupils Will Use AI in the Classroom and at Home**

Use of AI tools is allowed under the guidance or instruction of their teachers. Empowering students with the knowledge and skills to navigate and utilise AI responsibly is a key

objective. The following guidelines outline how pupils will interact with AI both within the classroom and in their home environments:

### **AI as a Learning Tool:**

AI applications will be integrated into the curriculum to enhance the learning experience. Students will have access to AI-powered educational tools that cater to individual learning needs, fostering a personalized and adaptive learning environment. Teachers will guide students on how to use AI tools effectively, promoting critical thinking and digital literacy skills.

### **Ethical Use of AI:**

Students will be educated on the ethical use of AI, emphasising the importance of respecting intellectual property, avoiding plagiarism, and understanding the implications of bias in AI algorithms. Ethical considerations surrounding data privacy and responsible digital citizenship will be integrated into the school's broader digital literacy curriculum

Students must always follow JCQ guidelines (appendix A) when using AI to produce work. Ultimately, students should be transparent and honest when AI has been used in the preparation of work or resources. The authenticity of student work may be tested through oral assessments or questioning.

In addition, SCHS will take steps to ensure that students do not see or create unsuitable material generated with the use of AI.

### **Balancing Screen Time:**

While AI-enhanced learning is valuable, the SCHS staff recognises the importance of maintaining a balance between technology use and other forms of learning. Efforts will be made to ensure that AI tools complement a diverse range of teaching methods, and educators will guide students on appropriate screen time management.

## **3. How Child Protection Issues Will Be Addressed**

The responsible use of AI in a school setting requires a robust framework for addressing child protection concerns. The following measures will be implemented to safeguard students:

### **Data Privacy and Security:**

SCHS will prioritize the protection of student data by adhering to strict privacy and security protocols. Any AI tools used in the educational context must comply with relevant data protection laws, and the school will regularly review and update its data privacy policies to align with emerging standards. **Thus, no personal and/or sensitive information should be**

**entered into an AI chatbot.** No member of the school community should enter personal data about staff or students into an AI chatbot or submit material which does not belong to them.

### **Monitoring and Supervision:**

Teachers and school administrators will maintain active oversight of AI applications used in the classroom. This includes monitoring students' interactions with AI tools to ensure a safe and supportive learning environment. Any concerns related to the ethical or responsible use of AI will be promptly addressed. This can be done via the network monitoring systems used by the SCHS ICT Operations Team.

The Designated Safeguarding Lead, Head Of Digital Learning, and IT team should monitor AI platforms and block access via the school network to systems that do not provide adequate safeguards for children.

### **Equity and Inclusion:**

SCHS is committed to ensuring that the use of AI does not exacerbate existing inequalities. Efforts will be made to provide equitable access to AI resources for all students, taking into consideration factors such as socioeconomic status and special educational needs. Results from AI tools should always be reviewed for potential biases in AI algorithms.

In conclusion, the integration of AI into secondary school education presents exciting possibilities for enhancing teaching and learning. This policy provides a comprehensive framework for the ethical and responsible use of AI, ensuring that both teachers and students can harness the benefits of this technology while safeguarding the well-being and privacy of all members of the school community. The school remains committed to ongoing evaluation and refinement of these guidelines to adapt to the evolving landscape of AI in education.