John Perry Primary School

Artificial Intelligence (AI) Policy

This policy is reviewed every 2 years by the Curriculum and Standards Committee.

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History of Document

Issue No	Author/Owner	Date Written	Approved by Governors	Comments
Issue 1	Mai-Ahn Dien Karen Langridge	01/08/2025		New Policy

OUR MISSION

Our school aims to provide a quality education in a caring community based on values of respect, responsibility and resilience and a relentless pursuit of excellence in all that we do.

OUR VISION

Our School will be recognised as a fully inclusive, aspirational, high achieving centre of excellence, firmly rooted in the local community.

We will create, develop and maintain a challenging and stimulating personalised learning environment where no student is overlooked or left behind and where teaching and learning is high quality, inspirational and innovative.

We will consistently have high academic standards and expectations for every individual and continue to place considerable value on sport and healthy living and developing strong links with the community.

All members of our school community will be valued and every success will be celebrated.

Our School will maintain a safe, secure and caring environment in which to work and learn.

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JOHN PERRY PRIMARY SCHOOL SAFEGUARDING STATEMENT

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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1. Introduction

Artificial Intelligence (AI) isn't new technology but is being increasingly used on various digital platforms to enhance posts, inform social media/tech and many other areas of digital media. This policy outlines the guidelines for using Artificial Intelligence (AI) within the school.

John Perry recognises the benefits this technology can provide in supporting all pupils within the learning environment. This policy covers all types of AI tools. This includes (but not limited to) standalone products and services provided as part of productivity suites (Microsoft Office, Google Workspace etc.) This policy has been put in place to ensure we follow guidelines to prevent both plagiarism and exam malpractice.

The growing number of new applications in recent years is becoming an increasing challenge for schools and the wider society. For this reason, John Perry have now arrived at a position on the use of AI as part of our education offer to make clear how we can utilise AI in a way that enhances the learning experience for young people. As part of an equitable and accessible curriculum AI could enhance the learner experience for students such as those classified as EAL, as just one example.

John Perry School acknowledges the profound impact these innovations have on education, research, and society. The school is committed to embracing the opportunities AI tools offer, focusing on their integration into the curriculum and the development of essential skills for our students. Generative AI for example takes a written prompt and runs it through an algorithm to generate a new 'natural' seeming content. Such tools include:

Chatbots such as ChatGPT, Google Bard and Grammarly Go.

We emphasise the importance of recognising both the capabilities and limitations of AI, reinforcing the principle that technology should enhance, not replace, the core values of hard work, mastery, and understanding. There is a clear opportunity here to embrace this technology to further add quality to application of knowledge or skills, from a student perspective and not replace.

Teachers are pivotal in guiding students in the safe and beneficial use of AI tools, fostering the value of insight, imagination, and creativity in an increasingly AI-driven world. Generative AI tools are designed to provide human-like responses by simulating human intelligence or behaviour. We live in a digital age; we are preparing young people to go onto employment where AI tools will be commonplace so cannot move away from having a firm policy/stance on the use of AI as part of an education offer.

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2. Key Considerations:

The use of generative AI tools raises several concerns across all subjects and age groups at John Perry School. These considerations encompass issues such as:

2.1 Plagiarism: • Students may unintentionally or intentionally submit work generated by AI.

- Clear guidance is essential for acknowledging AI's role in research and assignments.
- Students should be taught how to appropriately reference AI tools for various types of assignments. Some of this will be part of the taught ICT curriculum but also across other subjects such as in Life Skills (Computing Curriculum) such as PSHE.
- Examples of AI misuse include copying or paraphrasing AI-generated content without proper attribution, using AI to complete assessments without contributing their own work, failing to acknowledge the use of AI tools, and providing incomplete or misleading references or bibliographies.

2.2 Input and Output: • The quality of AI tool output depends on the quality of the prompts given.

- AI tools may inadvertently lead to mediocrity in academic work by repeating patterns from their datasets.
- Students require very clear and well informed guidance on effective "prompt engineering" to obtain relevant content.

2.3 Generating Incorrect Information:

AI tools can convincingly produce false information generating inaccurate data. Students and staff must be aware of potential inaccuracies in AI-generated content. The monitoring of this becomes even more important as a key part of fact/accuracy checking anything that has utilised AI.

2.4 Critical Thinking:

Students need guidance on the limitations of relying on a single source for knowledge.

AI tools may potentially hinder students' reading, research, analysis, and critical thinking skills. Teachers should focus on bias detection and fact-checking in critical thinking education, as mentioned above.

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2.5 Reducing Creativity:

Overreliance on AI tools may hinder the development of creativity. Creative skills involve analysing multiple sources and human interaction. Teachers must assess how AI tools impact creative skill development.

2.6 Generating Inappropriate Content:

AI tools can be misused to create inappropriate or harmful content. There is a risk of using AI for impersonation or ‘deep fakes’. Safeguarding measures are essential for students' interactions with AI.

2.7 Impeding Literacy Development:

Overreliance on AI tools can hinder literacy development in languages. Students may not practise essential reading and writing skills. There's a risk of students passing off AI-generated content as their own work.

Use of AI in a learning environment

The school permits students and staff to use AI for academic purposes within the classroom for tasks including research, homework and assignments. Teaching staff may prohibit the use of AI tools for school work in their lessons if they feel it would be inappropriate or inhibit the learning of the students. Students and staff should note that AI should not be used to complete work in its entirety. Students must be able to reference sources of information gathered when completing work. Students and staff must also be aware that the use of AI can produce information that is:

· Inaccurate or incomplete

· Inappropriate and/or biased

· Sourced from unreliable sources and/or taken out of context

· Out of date

For all submitted work, students must indicate which parts of their work has been created using AI tools. They must not submit any work created by an AI program as their own, as this would be classed as plagiarism.

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2.8 Misusing AI

When completing work, students must not:

· Copy or paraphrase whole sections of content generated by AI to a point at which a student's work could not be considered their own.

· Fail to acknowledge the use of AI tools when submitting work. The source of the information must be provided clearly.

If students are unsure on whether their work breaches the above rules, then they should talk to their teacher to obtain further guidance

3. Opportunities for Students:

Generative AI tools offer exciting opportunities for students at John Perry School, both in the classroom and during independent research. These tools can be incorporated as part of a broader set of research resources, but students must exercise caution and assess the appropriateness of AI tools for specific tasks. Students are responsible for their own learning and must understand that AI tools should enhance their skills rather than replace them.

4. Opportunities for Teachers:

Teachers can benefit from generative AI tools in various ways, including reducing workload and creating resources. These tools can assist in course planning, teaching methods, research tasks, personalised learning, and more. However, teachers should interpret and adapt AI-generated content and not view them as complete replacements for their expertise.

5. Homework:

Teachers should be mindful of the potential misuse of generative AI tools when assigning homework tasks. In some cases, teachers may explicitly allow the use of AI tools for research and idea generation.

6. Mitigations:

To address concerns related to AI tool use, John Perry School will implement the following mitigations:

Students are allowed to use **AI tools under the guidance of their teachers**.

- Mandatory acknowledgment of AI tool usage is required to prevent plagiarism.
- Suspected or confirmed misuse of AI tools will result in serious consequences, including academic misconduct sanctions.

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7. Safety and Ethical Considerations:

7.1 Misinformation: AI tools can be used to spread misinformation, making it essential for users to verify the authenticity of content.

7.2 Impersonation: AI tools can impersonate individuals, leading to potential fraud and manipulation risks.

7.3 Security and Personal Data: Users should be cautious about sharing personal information with AI tools and avoid entering sensitive data. Privacy concerns must be considered. By implementing these measures, John Perry School aims to harness the benefits of generative AI while safeguarding academic integrity and ethical considerations

Sanctions for breaching this policy: Any breaches of this policy will result in disciplinary action as outlined in the school's behaviour policy:

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