



## Principles for the Use of Generative AI

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<b>Introduction</b>	<b>1</b>
<b>Policy paper - Generative artificial intelligence (AI) in education</b>	<b>2</b>
"Understanding generative AI	2
Opportunities for the education sector	2
<b>Principles for Sixth-Form Students on the Use of AI</b>	<b>3</b>
<b>AI Principles for Secondary School Students</b>	<b>3</b>
<b>AI Principles for Years 5 and 6</b>	<b>4</b>
<b>AI Principles for Years 3 and 4</b>	<b>4</b>
<b>AI Principles for Early Years and KS1</b>	<b>4</b>
<b>Principles for Staff Using Generative AI</b>	<b>5</b>
<b>Scope and Applicability</b>	<b>5</b>
<b>Specific Guidelines for AI Use</b>	<b>6</b>
Staff Use of AI	6
<b>Clear Guidance for Teachers on Using AI for Student Reports including references and UCAS Statements:</b>	<b>6</b>
Permitted Uses	6
Prohibited Uses	7
<b>Student Use of AI</b>	<b>7</b>
<b>Data Protection and Privacy</b>	<b>7</b>
<b>Academic Integrity and Plagiarism</b>	<b>7</b>
<b>Training and Professional Development</b>	<b>7</b>
<b>document Review</b>	<b>8</b>
<b>Reporting Concerns</b>	<b>8</b>
<b>Credit</b>	<b>8</b>
<b>Bibliography</b>	<b>9</b>

## **Introduction**

This document outlines the principles and guidelines for the responsible and effective use of generative Artificial Intelligence (AI) across all phases of education within the Kings Group Academies trust, from Early Years through to Sixth Form. This document has been developed in accordance with UK legislation, safeguarding guidelines, and educational guidance, taking into account the specific needs and capabilities of students at different developmental stages.

Generative AI, encompassing tools such as ChatGPT, Google Gemini and image generation software, presents significant opportunities to enhance teaching, learning, and administrative processes within educational settings. This document aims to provide a framework that balances innovation with ethical considerations, ensuring that AI is used safely, responsibly, and effectively across all King's Group Academies. The document is informed by the understanding that AI technologies are rapidly evolving and that continuous evaluation and adaptation are essential. It is important that AI is used in a way that complements the professional expertise of teachers and fosters a culture of critical thinking, creativity, and academic integrity among students.



## Policy paper - Generative artificial intelligence (AI) in education

<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>

### “Understanding generative AI

Generative AI refers to technology that can be used to create new content based on large volumes of data that models have been trained on from a variety of works and other sources. ChatGPT and Google Gemini are generative artificial intelligence (AI) tools built on large language models (LLMs).

Tools such as ChatGPT and Google Gemini:

- answer questions
- complete written tasks
- respond to prompts in a human-like way

Other forms of generative AI can produce:

- audio
- code
- images
- text
- simulations
- videos

AI technology is not new and we already use it in everyday life for:

- email spam filtering
- media recommendation systems
- navigation apps
- online chatbots

However, recent advances in technology mean that we can now use tools such as ChatGPT and Google Gemini to produce AI-generated content. This creates opportunities and challenges for the education sector.

### Opportunities for the education sector

Generative AI tools are good at quickly:

- analysing, structuring, and writing text
- turning prompts into audio, video and images

When used appropriately, generative AI has the potential to:

- reduce workload across the education sector
- free up teachers’ time, allowing them to focus on delivering excellent teaching

However, the content produced by generative AI could be:

- inaccurate
- inappropriate
- biased
- taken out of context and without permission
- out of date or unreliable”



## Principles for Sixth-Form Students on the Use of AI

1. **AI Usage:** AI tools can be valuable assets to enhance learning in various subjects, including research, writing, and idea generation.
2. **Understanding AI Limitations:** Recognise that AI tools have limitations and may produce inaccurate, biased, outdated information and hallucinations. Always fact-check and critically evaluate AI-generated content using reliable sources.
3. **Academic Integrity:** Using AI to complete assignments or coursework without proper attribution is plagiarism. Check what is permitted with your exam board (or ask your teacher). Always cite AI sources and clearly acknowledge how AI tools were used in your work. Never use AI in exams.
4. **Originality:** While AI can assist with structuring assignments and exploring ideas, ensure your work reflects original thought. Critical analysis, reasoning, and arguments must be your own.
5. **Data Privacy and Security:** Do not input personal, sensitive, or confidential information into AI tools, including your own details or those of others. Respect data privacy regulations and understand the potential security risks.
6. **Be Kind and Responsible:** Use AI responsibly, avoiding actions that break laws, regulations, or ethical standards. This includes cheating, plagiarism, and generating harmful or offensive content.
7. **Accuracy:** Always check the accuracy and reliability of AI-generated information before using it for academic purposes. Consult multiple sources to verify information and consider the potential for bias.
8. **Transparency:** Be transparent about AI usage. Make teachers aware of when AI has been used and how it contributed to your work.
9. **Assessment Conditions:** Adhere to exam board assessment guidelines regarding AI use. In assessments where Internet access is permitted, ensure your work demonstrates independent effort and meets marking criteria.
10. **Seeking Guidance:** When in doubt about the appropriate use of AI, consult your teachers for guidance.

## AI Principles for Secondary School Students

1. **AI as a Learning Tool:** AI tools can be exciting and helpful for learning. They can assist with research, writing, and discovering new things.
2. **AI Is Not Always Right:** AI tools are like robots; they follow instructions but don't always understand everything perfectly. They can make mistakes, give wrong information, or show biases. Always check the information AI gives you with your teachers or trusted sources.
3. **Honesty and Fairness:** Using AI to do your homework or classwork without telling your teacher is like cheating. It's important to be honest and fair. Always tell your teacher if you used AI and how you used it. Never use AI during tests.
4. **Your Brain is Amazing:** AI can help you with your work, but your own ideas and thoughts are important. Think critically, use your reasoning skills, and come up with your own arguments. Your brain is powerful!
5. **Keep Personal Information Safe:** Never share personal things like your address, phone number, or pictures with AI tools. It's important to keep your information private and safe.
6. **Be Kind and Responsible:** Use AI in a way that's kind and responsible. Don't use it to create hurtful or inappropriate content.
7. **Check and Double-Check:** Always double-check the information you get from AI. Make sure it's true and comes from trustworthy sources. Talk to your teacher if you're not sure.
8. **Talk to Your Teacher:** If you're ever unsure about how to use AI or if it's okay to use it, always ask your teacher for help. They are there to guide you.



## AI Principles for Years 5 and 6

1. **AI as a Learning Tool:** AI tools can be exciting and helpful for learning. They can assist with research, writing, and discovering new things.
2. **AI Is Not Always Right:** AI tools are like robots; they follow instructions but don't always understand everything perfectly. They can make mistakes, give wrong information, or show biases. Always check the information AI gives you with your teachers or trusted sources.
3. **Honesty and Fairness:** Using AI to do your homework or classwork without telling your teacher is like cheating. It's important to be honest and fair. Always tell your teacher if you used AI and how you used it, so that it is clear what is your own work. Never use AI during tests as it does not give a true reflection of you.
4. **Your Brain is Amazing:** AI can help you with your work, but your own ideas and thoughts are important too. Think critically, use your reasoning skills, and come up with your own arguments. Your brain is powerful!
5. **Keep Personal Information Safe:** Never share personal things like your address, phone number, or pictures with AI tools as you don't know how or where it could be used. It's important to keep your information private and safe.
6. **Be Kind and Responsible:** Use AI in a way that's kind and responsible. Don't use it to create hurtful or inappropriate content. Remember your actions online leave a digital footprint.
7. **Check and Double-Check:** Always double-check the information you get from AI. Make sure it's true and comes from trustworthy sources. Talk to your teacher/trusted adults if you're not sure.
8. **Talk to Your Teacher:** If you're ever unsure about how to use AI or if it's okay to use it, always ask your teacher/trusted adults for help. They are there to guide you.

## AI Principles for Years 3 and 4

1. **AI as a Helpful Tool:** AI is like a clever helper that can make learning fun and interesting. It can help you find information, explore new ideas, and learn new things.
2. **AI Can Get Things Wrong:** AI tries its best but can sometimes make mistakes or give answers that aren't right. Always double-check what it says with your teacher or a reliable source if you are unsure.
3. **Be Honest and Fair:** Using AI for doing your work without telling your teacher is dishonest. If you use AI for your homework or classwork, let your teacher know and explain how it helped you.
4. **Your Ideas Matter Most:** AI can suggest ideas, but your own thoughts are important too. Use your creativity and knowledge to make your work your own.
5. **Keep Information Safe:** Never share personal information, like your name, address, or school details, or pictures with AI tools. It's important to keep your information private and safe.
6. **Be Respectful and Responsible:** Use AI in a kind and respectful way. Don't use it to create anything hurtful, mean, or inappropriate.
7. **Ask for Help When Needed:** If you're not sure about using AI or what it says, always ask your teacher or a trusted adult. They're there to help you.
8. **Learn to Question:** AI can give you lots of information, but learning to ask good questions and think critically will help you understand the world better.

## AI Principles for Early Years and KS1

1. **AI is a Helper:** AI is like a special computer program. It can help us with lots of things, including schoolwork.
2. **Ask First:** Always ask your teacher before using AI. They will tell you if it's okay.
3. **Be Kind:** Don't use AI to create anything that is mean or hurtful.
4. **Don't Tell Secrets:** Never tell AI your personal information like your name or address.
5. **Double Check:** AI can make mistakes. If you're not sure about something, always ask your teacher/trusted adults.
6. **Use Your Brain:** AI can give you ideas, but use your own brain to make your work special!



## Principles for Staff Using Generative AI

1. **Legal Compliance:** Always comply with data protection laws, intellectual property rights, and all other relevant legal frameworks when using AI. This includes understanding and adhering to the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.
2. **Data Privacy and Security:** You have a responsibility to protect student and staff data. This includes understanding what constitutes [personal data](#), [special category data](#), and [criminal offence data](#) under the UK GDPR.
  - a. Never enter personal data about students into AI systems without explicit informed consent from students and parents/carers.
  - b. Understand where data entered into AI systems is stored and how it is used. Companies like OpenAI (ChatGPT) may use input for training purposes, meaning student and teacher data becomes part of their dataset.
3. **Transparency and Accountability:** These principles make it clear that AI is used in KGA schools. Be transparent with students, parents, and colleagues about how you are using AI in the classroom. Be open about how AI is being used in lesson planning, teaching, assessment, and feedback.
4. **Age Appropriateness and Safeguarding:** Ensure all AI tools and content are age-appropriate, especially for younger students. Prioritise the safety and well-being of children in all decisions about AI use. Be vigilant about the potential for AI to generate harmful or inappropriate content, including deepfakes.
5. **Academic Integrity and Ethical Use:** Use AI to enhance, not replace, teaching and learning. Encourage students to develop critical thinking skills and original thought, even when using AI tools. Ensure that the use of AI upholds academic integrity standards and does not facilitate plagiarism. Promote ethical AI use that respect individual rights and prevent discrimination.
6. **Professional Development and Training:** Actively engage in professional development opportunities to stay informed about AI advancements and ethical considerations. Actively engage with training on data privacy, cybersecurity, and responsible AI use. Share your knowledge and expertise with colleagues to promote a culture of responsible AI use within the school.
7. **Critical Evaluation and Continuous Improvement:** Regularly evaluate the impact of AI on your teaching and learning, taking into account student feedback, ethical considerations, and data privacy. Share your experiences and insights with colleagues to foster a collaborative approach to AI implementation. Adapt your use based on ongoing evaluation and feedback.

## Scope and Applicability

This document applies to all members of the Kings Group Academies community, including:

- **Staff:** All teaching and non-teaching staff, including temporary staff, consultants, volunteers, and contractors.
- **Students:** All students across all phases of education, from Early Years through Sixth Form College.
- **Governance:** All members of the governing bodies.
- **Parents/Guardians:** This document provides a framework for communication and engagement with parents/guardians regarding the use of AI within the Academies.
- **Visitors:** Any individuals accessing the Academies' network or using AI tools on the premises.

Note: This document should be read in conjunction with other relevant Kings Group Academies policies, including those related to data protection, safeguarding, acceptable use of technology, assessment, and curriculum.



## Specific Guidelines for AI Use

### Staff Use of AI

Some generative tools will use the inputs submitted by users to further train and refine their models. In some cases this can be turned on and off. However, pupils own the intellectual property (IP) rights to the original content they create. Original content is likely to include anything that shows working out or is beyond multiple-choice questions. Intellectual property can only be used to train AI if there is consent from the rights holder or an exemption to copyright applies.

**Curriculum lesson planning:** AI tools can be used to support the development of engaging and differentiated learning experiences. This may include, but is not limited to:

- Generating creative writing prompts and story starters.
- Creating interactive presentations and visual aids.
- Providing personalised learning recommendations based on data e.g. QLA - ensuring students personal data does not make them identifiable.
- Facilitating real-time feedback and assessment.

**Assessment and Feedback:** AI can be used to assist with:

- Automating assessment tasks, and providing students with immediate feedback.
- Analysing anonymous student data to identify areas for improvement.

**Administrative Tasks:** AI can help streamline administrative tasks such as:

- Spell and grammar checking.
- Helping write routine communication with parents/guardians.
- Generating draft report comments and analysing data.

Note: Staff must always use professional judgement and ensure that the use of AI aligns with pedagogical guidance and the specific needs of their students.

### Clear Guidance for Teachers on Using AI for Student Reports including references and UCAS Statements:

Teachers can use AI for specific tasks to improve accuracy, efficiency, fluency and quality of writing. For example, AI can help generate an initial report giving information from a teacher about a student's progress, enhance writing style and grammar, and reduce the length of the reports to meet word limits.

However, teachers should always exercise their professional judgement and expertise, ensuring AI is a support tool and not a replacement for their knowledge and understanding of each student.

It's crucial to prioritise data protection and avoid entering any sensitive or personally identifiable student information into AI tools.

Here is a breakdown of permitted and prohibited uses of AI for student reports:

#### Permitted Uses

- **First draft:** AI tools like ChatGPT can be helpful in generating the first draft of a report, using appropriate prompts that include details of the curriculum, and specific (non-person) details about a student's progress.
- **Improving Writing Style and Grammar:** AI can be used to refine the language, grammar, and overall tone of the report. Take care to check for American spelling errors because the majority of LLM's are based in the US and so this is the default language.



- **Summarising Information:** AI can assist in condensing large amounts of information, but teachers should always check the report for AI hallucinations to ensure accuracy.

#### Prohibited Uses

- **Writing the Entire Report:** AI should not be used to write the complete student report. The report should reflect the teacher's observations, assessments, and personal knowledge of the student.

AI is a tool to assist teachers, not to replace their professional judgment.

#### Student Use of AI

- **Early Years and Primary:** The use of AI in these phases should primarily focus on teacher-led activities and age-appropriate educational software that incorporates AI elements. Students should be introduced to the concept of AI in simple terms, fostering their curiosity and understanding of technology.
- **Secondary and Sixth Form:** Students can engage with a wider range of AI tools under the guidance of teachers, with a focus on developing critical thinking skills, exploring creative applications, and understanding ethical implications. This may include:
  - Using AI for research and information gathering, always critically evaluating sources and information.
  - Experimenting with creative writing tools and exploring different writing styles.
  - Using AI-powered coding platforms to learn programming concepts.
  - Engaging in discussions and debates about the societal impact of AI.

Note: Independent use of AI tools by students under the age of 13 is often prohibited. Some websites, e.g. Chat-GPT (OpenAI) Parental consent is required for students aged 13-17 to use AI tools that involve the processing of personal data. It is the responsibility of the teacher to check the age before directing students to these tools.

#### Data Protection and Privacy

- **Minimisation of Data Collection:** Collect and process only the minimum amount of student and staff data necessary for the specific educational purpose.
- **Data Security:** Implement appropriate technical and organisational measures to safeguard data, including access controls, encryption, and secure storage.
- **Data Retention:** The KGA website policy page has the data retention schedule.
- **Transparency:** Provide clear information to students, parents, and staff about how data is collected, used, stored, and protected.
- **Data Subject Rights:** Respect and facilitate data subject rights under the UK GDPR, including the right to access, rectification, erasure, and objection.

#### Academic Integrity and Plagiarism

- **Clear Guidelines:** Refer to the principles earlier in this document.
- **Detection and Prevention:** Implement strategies to detect and prevent plagiarism, including the use of plagiarism detection software (Google Classroom Originality Reports) and educating students about the importance of original work. Be aware there AI detection software can produce false positives.
- **Consequences:** Establish clear consequences for academic misconduct, including the use of AI to plagiarise or fabricate work.

#### Training and Professional Development



- **Mandatory Training:** All staff will receive annual training on cyber security, data privacy and protection, and safeguarding.
- **Ongoing Professional Development:** The Academies will provide opportunities for staff to engage in ongoing professional development activities related to Digital Tools including AI.
- **Knowledge Sharing:** Staff are encouraged to share experiences, resources, and experiences related to AI implementation with the Digital Forum.

## document Review

This document will be reviewed annually and updated as necessary to reflect changes in legislation and technological advancements.

## Reporting Concerns

Any member of the Kings Group Academies community who has concerns about the use of AI, potential data breaches, or any other ethical considerations should report these concerns to:

- Headteacher/Principal
- Designated Safeguarding Lead (DSL).
- Data Protection Officer or Leads.
- Concerns can also be reported anonymously through the Academies' whistleblowing procedures.

## Credit

As you would expect, this document has been written with the support of AI tools. However, it is the knowledge and experiences of our teachers and leaders within King's Group Academies that has been at the heart of its development, ensuring it fully meets our specific needs. LLMs have helped to synthesise information on the evolving role of AI in education and demonstrate its potential. By using multiple LLMs, we were able to integrate various capabilities, from advanced natural language processing to ethical AI considerations. Throughout this, the expertise of our staff has ensured the document remains relevant (UK-based), comprehensive, and adaptable to our context, reflecting the dynamic nature of AI technologies and their implications in education.

The following AI tools:

- Google NotebookLM <https://notebooklm.google/>
- Google Gemini <https://gemini.google.com/app>
- Grammarly <https://app.grammarly.com/>
- Ideaogram <https://ideogram.ai/>
- OpenAI ChatGPT-4o <https://chatgpt.com/>



## Bibliography

### GOV.UK

- National AI Strategy <https://www.gov.uk/government/publications/national-ai-strategy>
- Ofsted's approach to artificial intelligence (AI) <https://www.gov.uk/government/publications/ofsteds-approach-to-ai>
- 

### Department for Education

- Generative artificial intelligence (AI) in education <https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>
- Keeping children safe in education 2024 [https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping\\_children\\_safe\\_in\\_education\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf)

### JCQ AI Use in Assessments

[https://www.jcq.org.uk/wp-content/uploads/2024/07/AI-Use-in-Assessments\\_Feb24\\_v6.pdf](https://www.jcq.org.uk/wp-content/uploads/2024/07/AI-Use-in-Assessments_Feb24_v6.pdf)

### UCAS - A guide to using AI and ChatGPT with your personal statement

<https://www.ucas.com/applying/applying-university/writing-your-personal-statement/guide-using-ai-and-chatgpt-your-personal-statement>

### Department for Science, Innovation and Technology -

- A pro-innovation approach to AI regulation <https://assets.publishing.service.gov.uk/media/64cb71a547915a00142a91c4/a-pro-innovation-approach-to-ai-regulation-amended-web-ready.pdf>
- Frontier AI Taskforce: first progress report <https://www.gov.uk/government/publications/frontier-ai-taskforce-first-progress-report/frontier-ai-taskforce-first-progress-report>

### Legislation

- <https://www.legislation.gov.uk/>
- Data Protection Act 2018 <https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>
- ICO - UK General Data Protection Regulation (UK GDPR) <https://ico.org.uk/for-organisations/data-protection-and-the-eu/data-protection-and-the-eu-in-detail/the-uk-gdpr/>

### OECD - Artificial intelligence

<https://www.oecd.org/en/topics/policy-issues/artificial-intelligence.html> UNESCO

- Guidance for generative AI in education and research <https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research>
- Guidance on Artificial Intelligence <https://unesdoc.unesco.org/ark:/48223/pf0000386693>

### Deakin guide to referencing

[https://www.deakin.edu.au/\\_data/assets/pdf\\_file/0009/2236752/Deakin-guide-to-APA7.pdf](https://www.deakin.edu.au/_data/assets/pdf_file/0009/2236752/Deakin-guide-to-APA7.pdf)

### Education Data Hub - AI Guidance for Schools: Data Protection Officer Guidance from The Education Data Hub

<https://schoolsnet.derbyshire.gov.uk/site-elements/documents/administration/information-governance/education-data-hub-ai-policy-guidance-for-schools.pdf>

OpenAI - Terms of Use <https://openai.com/en-GB/policies/eu-terms-of-use/>



International Property Office - International Asset Management for Universities

<https://assets.publishing.service.gov.uk/media/5a7d7a7340f0b64a5813f418/ipasset-management.pdf>

Microsoft - Responsible AI <https://query.prod.cms.rt.microsoft.com/cms/api/am/binary/RW1I5BO>

Leon Furze <https://leonfurze.com/>

- AI Principles to Practical Strategies: How Schools Can Apply the National AI Framework
- Artificial Intelligence Policy in Secondary Schools
- Artificial Intelligence Policy in Secondary Schools
- [Sample-School-Policy-Template-PDF.pdf](#)
- Teaching AI Ethics

Sample policies

- [https://dashboardsassets.eb-pages.com/uploads/5154510492401664/AI\\_Policy\\_staff\\_and\\_students\\_2\\_Redacted.pdf](https://dashboardsassets.eb-pages.com/uploads/5154510492401664/AI_Policy_staff_and_students_2_Redacted.pdf)
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Monash University - Assessment policy and process

<https://www.monash.edu/learning-teaching/teachhq/Teaching-practices/artificial-intelligence/assessment-policy-and-process>