LVS Ascot

Artificial Intelligence (AI) Policy 2024-2025

SMT member responsible: James McNaughton

Introduction

In an era marked by rapid technological advancements, LVS Ascot recognizes the transformative potential of Artificial Intelligence (AI) in shaping the educational landscape. We believe that fostering a dynamic learning environment involves equipping our students with the skills and knowledge required to navigate the evolving digital world. As such, this policy is crafted to guide and empower our school community in harnessing the benefits of AI while being vigilant about its associated risks.

School Ethos

As a school, we are adopting Leon Furze's, The AI Assessment Scale, where we encourage our students to ask where it is appropriate to use AI, is it beneficial and to what extent we should use it. Pupils should engage with their subject teachers if they wish to use it for any class or Prep work and record clearly where and how it is used. Unless stated otherwise by the subject teacher, AI should not be used more than Level 2 for any Formal assessment.

1	**NO AI**	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. **AI must not be used at any point during the assessment.**
2	**AI-ASSISTED IDEA GENERATION AND STRUCTURING**	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. **No AI content is allowed in the final submission.**
3	**AI-ASSISTED EDITING**	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. **AI can be used, but your original work with no AI content must be provided in an appendix.**
4	**AI TASK COMPLETION, HUMAN EVALUATION**	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. **You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.**
5	**FULL AI**	AI should be used as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. **You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.**

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[1] Table taken from https://leonfurze.com/2023/12/18/the-ai-assessment-scale-version-2/

Steps taken by the school to avoid Misuse

The school will run year group assemblies and PSHE lessons on the ethical use of AI each year. Each year departments will set out guidance on what is acceptable use of AI within their subjects and share this in lesson time with pupils.

LVS Ascot is also investing in AI detection software from Turnitin.

Benefits of using AI

Pupils and staff understand there can be great benefits in using AI, including:

- Personalised learning
- Speed up administrative tasks
- Create data- driven insights
- Improve accessibility and inclusivity
- Preparation for future Careers/skills

This list is not exhaustive and intentionally vague due to the quickly evolving nature of this innovative technology.

Risks of using AI

Pupils and staff understand there are many risks involved with the use of AI, including:

- Privacy Concerns- use of personal data including imagery of others
- Bias in the information produced
- Lack of Transparency as to where the AI engine retrieved information from
- Overreliance- The more these tools are used, the less opportunity there is to develop creative and problem-solving skills. This can lead to a lack in originality to work and low levels of grit, determination, and the ability to overcome adversity.
- Technical challenges in getting the program to produce what the user wants
- Ethic concerns over data ownership of what is produced

Endnote

As we embark on this journey into the realm of AI, we invite all members of the LVS Ascot community—students, educators, parents, and staff—to actively participate in the responsible integration of AI in our educational practices. Through open dialogue, continuous learning, and a collective commitment to ethical principles, we aim to shape a future where technology enhances, rather than compromises, the educational experience for all.

This policy lays the foundation for a thoughtful and intentional approach to AI, ensuring that our students are not only well-versed in its applications but also equipped with the knowledge and values necessary to navigate the digital landscape responsibly.[2]

References

Furze, L. (2024, January 19th). *The AI Assessment Sclae: Version 2*. Retrieved from
https://leonfurze.com/2023/12/18/the-ai-assessment-scale-version-2/

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[2] Chat GPT 3.5 was used to aid in the creation of this Policy. No school or personal details were released to the program. On Furze's scale, the creation of this document used Level 3, where some text was reviewed and copied and others were amended.

Pupils must ensure that they adhere to the following guidelines when using AI and understand that appropriate sanctions, in line with the Personal Conduct Policy may be used where adherence to these guidelines is not evident.

Pupils must:

Ensure that they have read and understood the concept of The AI Scale described within the policy.

Before using AI for any assignment, prep or task given, they should seek guidance from theirteacher on what level of AI they are able to use.

Pupils must be fully transparent on where and how AI has been used, as in line with The AI Assessment Scale.

Pupils will not submit their own or any other personal details, beyond first names, including images of others to any AI program without the user's permission.

Sanctions

If pupils are found to use AI inappropriately in any schoolwork, this will be treated as plagiarism will incur sanctions befitting any other form of academic dishonesty.

If pupils are found to use AI inappropriately in any external assessments including coursework, the school will follow any JCQ guidance for schools and may need to report this to the exam boards.

If pupils use AI to create any content, including 'deepfakes,' text, image, or video about any member of the school community without their permission, this will be deemed as an act of bullying and will follow sanctions stated in our Anti – Bullying, Safeguarding and Personal Conduct policy.

If you are unsure if a particular act or action constitutes as misuse, please do speak with Mr McNaughton.