



## 2026–27 Artificial Intelligence Policy

### Ermysted's Grammar School

The Senior Leadership Team of Ermysted's Grammar School ratified this policy on **24 February 2026**.

#### 1. Introduction

This policy:

- Applies to the whole school, pupils and staff
- Guides users to implement AI effectively
- Recognises that AI technology is fast-moving, therefore annual updates will be required
- Should be read in relation to the policies listed at the bottom of this document.

#### 2. What is AI?

Artificial Intelligence (AI) refers to the use of AI tools to obtain information and content which might be used in the work of school staff and pupils. It may be used by pupils to support their work in assessments that lead to qualifications. Misuse of AI in relation to qualification assessments at any time constitutes malpractice.

This policy covers any generative AI tool, whether stand-alone products or integrated into productivity suites, for example Microsoft Copilot or Chat GPT. This policy relates to all content creation, including text, coding, artwork, graphics, video and audio.

AI chatbots are tools that generate text in response to user prompts and questions. Users can interact with the chatbots to ask follow-up questions or ask for a revised response. AI chatbots responses are based on patterns in data sets (large language models) upon which they have been trained. Their responses are likely to be relevant and accurate.

AI tools operate on external platforms and may store user inputs. Staff and pupils must therefore exercise caution when using AI tools and must not upload personal data, identifiable pupil work, assessment materials, or confidential school information unless explicitly authorised and compliant with data protection regulations.

Therefore, for enhanced data protection, **staff must use Office 365-Co-pilot when using AI** as this helps ensure that the information uploaded is ringfenced within our organisation.

#### 3. Aims

AI is a powerful tool to enhance education, support pupils and teachers and further develop inclusive learning environments. AI should encourage active engagement, independent thinking, and the development of knowledge and skills for life. It can also develop creativity and be used to create content, as well as provide solutions. AI is fast becoming a part of most productivity and creativity tools, blended with human output.

AI must never replace a pupil's own thinking, understanding, or evidence of learning. **AI use should support learning, not shortcut it.**

#### 4. Parameters for the use of AI

*When AI use is generally acceptable*

- To support learning, revision, research and understanding
- To generate ideas or prompts
- To summarise or analyse information or notes for personal study
- To improve clarity, spelling, or grammar of work
- Where explicitly permitted by a teacher

- Generating practice questions for revision
- Exploring alternative viewpoints or explanations
- Assistive use (e.g. text simplification) where agreed by staff
- Authoring extended texts within clear parameters such as tone, sentiment or formality, including letters, reports, essays and articles; fiction and non-fiction
- Writing computer code
- Translation

#### *When AI use is not acceptable*

- During exams or controlled assessments
- To generate full answers or coursework for submission
- To disguise plagiarism or replace independent work
- Uploading assessment materials containing a pupil's name into AI tools
- Where exam board rules prohibit its use

#### 5. Safeguarding and data protection (GDPR)

Personal data, assessment materials, or identifiable pupil work must not be uploaded into AI tools without explicit permission and appropriate safeguards. Always use the School system by logging into Office 365 and using Co-Pilot as this helps maintain data privacy.

#### 6. Opportunities provided by AI

AI usage should always be blended with human output to ensure accuracy and transparency.

Staff and pupils should be mindful of the opportunities that AI holds to broaden communities, bridge the digital divide and create an inclusive AI culture. They should also be aware of the potential for AI to impact both positively and negatively on mental health and teach pupils to use it appropriately.

AI offers many opportunities to reduce workload and increase productivity. It can be harnessed to create new and innovative content relevant to the curriculum and school life. AI can be used to teach pupils about the importance of trusted data, questioning information and using multiple sources to support decision making processes.

#### 7. Risks of AI

**There are also limitations to AI.** The data that has been used to train AI, as well as the ethical overlay that humans add, should be treated with caution. AI chatbots often produce answers that seem convincing but contain inaccurate or biased information. Some AI bots have been identified as providing dangerous and harmful answers to questions and some provide fake references by real or fake people.

There is also a risk that AI becomes a 'shortcut' and reduces the need for deep thinking and problem solving, which should be avoided.

#### 8. Consequences of misuse

Misuse of AI may result in internal sanctions or referral to an awarding body in line with the Exams Malpractice Policy.

#### 9. Centre Responsibilities

- This policy provides guidance and procedures relating directly to AI, to address the risks associated with its misuse.
- **EGS Exams Malpractice Policy** should be read in conjunction with this policy.
- Teachers and school staff will model effective use of AI where appropriate, referencing accurately and critically examining the context within which the AI was used.

- Teachers and other school staff will make pupils aware of appropriate and inappropriate uses of AI in a range of situations. AI education will be embedded in all year groups so that pupils are educated in its positive benefits and limitations.
- At the start of formally assessed qualifications, teachers and other school staff will make pupils aware of EGS's approach to plagiarism and the consequences of malpractice
- Ensure that AI usage is restricted on centre devices used for examinations.
- Set reasonable deadlines for submission of work and provide reminders.
- Where appropriate, allocate time for sufficient portions of work to be completed in class under direct supervision to allow the teacher to authenticate each pupil's whole work with confidence.
- Examine intermediate stages in the production of work to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages.
- Introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the pupil understands the material.
- Consider whether it is appropriate and helpful to engage pupils in short discussions about their work to ascertain that they understand it and that it reflects their own independent work.
- Do not accept, without further investigation, work which staff suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised. Doing so encourages the spread of this practice and is likely to constitute staff malpractice which can attract sanctions.
- Issue tasks for centre-devised assignments which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models trained using historic data.
- Teachers and other school staff will regularly communicate appropriate and inappropriate use of AI and the possible consequences should they use AI inappropriately, especially to those pupils working towards formally assessed.
- Teachers and assessors will use AI plagiarism detectors and academic judgement to identify unacceptable uses of AI.
- Teachers and other school staff will communicate the Exam Malpractice Policy, AI Policy and Exams Policy to parents at the start of GCSE and A Level courses, to ensure the integrity of assessments.
- Ensure that the use of AI tools complies with data protection legislation, and that staff and pupils are not required or encouraged to upload personal data, assessment materials, or identifiable pupil work into AI platforms without appropriate safeguards and permissions.

#### 10. Pupil responsibilities

- Take time to learn and understand the benefits and limitations of AI and use it appropriately.
- Demonstrate academic integrity by using AI responsibly.
- Pupils must not upload personal data (their own or others'), assessment materials, or identifiable work into AI tools unless explicitly permitted by a teacher. This includes names, photographs, coursework drafts, or examination questions.
- Keep a record of AI usage to support referencing and integrity.
- Always acknowledge the use of AI and show clearly how it has been used. This allows teachers and assessors to review the impact AI has had on the work produced and mark it accordingly.
- Reference AI appropriately. If the AI tool provides details of sources, these should be verified and referenced in the normal way. If the AI tool does not provide details of sources, pupils should independently verify AI-content and reference the sources used. See Appendix 1 for guidance.
- Failure to acknowledge AI usage appropriately, paraphrasing and copying sections of texts may constitute malpractice and have serious consequences. Appendix 1 provides guidance to ensure transparency.

- Inappropriate use of AI means that pupils have not independently met the assessment criteria, meaning that they cannot be rewarded.
- Be aware that the submission of AI generated answers constitutes plagiarism and violates EGS values and Behaviour Policy.
- Pupils should ask teachers for clarification if they have questions, before using AI for any task, especially assessments for formal qualifications.

#### 11. AI Misconduct

- Pupils are prohibited from using AI to create and/or distribute content that is discriminatory, harmful, offensive, or intentionally biased.
- Pupils who do not use AI tools responsibly may be subject to sanctions, either at an internal school level or externally, if work is submitted for broader assessment.
- 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.

#### 12. Links to Related Policies

- JCQ General Regulations for Examinations
- JCQ AI Use in Assessments: Protecting the Integrity of Qualifications Guidance
- Acceptable use of ICT Policy – Staff and pupils
- Exams Malpractice Policy
- Behaviour Policy

## Appendix 1: Example of AI referencing

Where AI tools have been used as a source of information, a pupil's acknowledgement must show the **name** of the AI source used and should show the **date** the content was generated.

For example: ChatGPT 5.0 (<https://openai.com/blog/chatgpt/>), 25/01/2025.

The pupil must retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used. This must be submitted with the work so the teacher/assessor is able to review the work, the AI-generated content and how it has been used.

Where this is not submitted, and the teacher/assessor suspects that the pupil has used AI tools, the teacher/assessor will need to consult the centre's malpractice policy for appropriate next steps and should take action to assure themselves that the work is the pupil's own.

## Appendix 2: Quick Guide for pupils

### Quick Guide: What's OK and What's Not

#### ✓ Allowed

- Brainstorming ideas
- Planning essays
- Summarising notes
- Improving your spelling/grammar
- Generating revision questions
- Simplifying text (where teachers agree)

#### ✗ Not Allowed

- Getting AI to write your homework or coursework
- Using AI in exams
- Uploading assessment questions
- Passing off AI work as your own
- Hiding plagiarism

#### Even when using AI correctly, you must:

- Reference it
- Check accuracy
- Make sure final work reflects *your* understanding