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| FACTSHEET |

Artificial intelligence (AI)   
in school

* Adapt this document to reflect your policy and approach to the acceptable use of AI tools in your school or trust. Share it with your staff, and governors or trustees to get everyone on the same page
* **Note:** when sending this document to governors or trustees, you may want to remove the section ‘Explain our rules on AI use to pupils’

AI isn’t new

Artificial intelligence (AI) is the use of computer systems to solve problems and make decisions. It’s already a part of everyday life – you’ve probably already come across it in the form of personalised suggestions on social media, shopping sites or route-planning apps.

However, the technology is developing rapidly and throwing up many new challenges for schools.

What is generative AI?

Generative AI takes a written prompt and runs it through an algorithm to generate new, ‘natural’-seeming content. Tools include:

* Chatbots such as ChatGPT, Google Gemini and GrammarlyGO, which generate text
* Text-to-image programs like DALL-E and Midjourney, which create images (some programs can make AI-generated animations and near-photorealistic videos, too)

We will review our policies

Adapt this section to include the policies you will review and the approach you will take. For example:

* **Homework policy**: the DfE has suggested we consider how we’ll approach homework and whether we need to revise our homework policy, to take into account pupils’ access to generative AI tools – see its [policy paper on generative artificial intelligence in education](https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education)
* **Exams/assessment/coursework/plagiarism policy**: the [Joint Council for Qualifications](https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/) classifies AI misuse – where a pupil submits AI-written work as their own – as malpractice. We’ll update our definitions of plagiarism to make this clear

Explain our rules on AI use to pupils

Make sure pupils know that using AI without crediting it, is not allowed in exams, coursework or any work that’s internally assessed to count towards a qualification. Remind pupils of this when they have exams and coursework coming up.

Have an open dialogue with pupils about how and when AI tools can be used to support learning, and when they shouldn’t be used:

Include details of your approach to AI in the classroom.

Never enter sensitive information into an AI tool

Continue to follow our data protection principles and rules, and be aware that any text entered into an AI tool is potentially being made public. If you’re using AI for any reason, don’t enter any personal or sensitive data.

Our school/trust may also be targeted by fraudulent emails, such as 'phishing’ attacks, which are often AI-generated and very convincing. Look out for the following signs:

* Email addresses that don’t match the contact details you have on file
* Poor spelling and grammar, including American spellings, or an overly formal tone
* Messages demanding urgent, time-sensitive action
* Suspicious links, e.g. containing strings of numbers
* Generic introductions (e.g. Dear Sir or Madam)

Report any suspicious emails to our data protection officer (DPO), [name and contact details].

Be careful with pupils’ intellectual property

Intellectual property includes any work that pupils have created. For example, essays, homework or any other materials written or drawn by a pupil (not multiple-choice questions).

You **must** have a pupil’s consent to enter their intellectual property into any AI tool that will store or collect the information for commercial purposes, such as training or improving the AI (e.g. many free-to-use AI tools). If pupils are too young to give consent, you should get permission from their parents/carers.

[If you have not opted out of data collection, or don’t have pupils’ or parents/carers’ consent to use their work] **Don’t** enter pupils’ work into any AI tools you use, as AI can reuse pupils’ work without their consent.

Be aware of ‘secondary infringement’

This happens when an AI is trained on material it doesn't have permission to use, which you end up unknowingly using through the AI tool. This could include:

* Publishing a policy created by an AI tool that used input taken from another school's policy without that school's permission
* Using an image on a website created by an AI tool using input taken from the copyright holder without their permission

AI could save you time …

You can use AI to cut down on some of your workload. For example, it could help you:

* Create a comment bank to use when writing reports
* Come up with ideas for charity fundraising activities
* Write quiz questions to check pupils’ knowledge
* Add or delete acceptable AI uses in line with your school/trust’s policies and approach

… but it’s not always reliable …

AI tools are only as accurate as the information they’re trained on. They may generate responses that are incorrect, biased, or inappropriate.

Many tools are based on a defined set of information, so won’t be able to accurately give you answers about anything that has changed after data was inputted – e.g. new statutory policy requirements or current events.

… so it’s important to check all AI-generated results carefully

You can use AI tools as a starting point, but you should always check and adapt the results so they are:

* Taking the best interests of staff, pupils and the school/trust into account
* In line with our school/trust policies, procedures and guidelines that cover generative AI:
  + Insert which policies, procedures and guidelines apply, and where staff, governors or trustees can find them

Ofsted will judge our school/trust’s use of AI (if we use it)

Ofsted expects us to:

* Make sure our AI solutions are safe and secure, and protect users' data
* Be transparent about the school/trust’s use of AI and make sure we understand the suggestions it makes
* Use AI only when it's ethically appropriate to do so
* Closely monitor the AI we use for bias
* Identify and correct any bias or problems, where appropriate
* Give staff clear roles in monitoring, evaluating, maintaining and using AI tools
* Make sure staff are empowered to correct and overrule suggestions made by AI
* Respond appropriately to any concerns, or complaints about errors made by AI