Gardener Schools Group

# AI and Academic Integrity Policy

Reviewed on: September 2023 Next Review: April 2024

# GSG Policy on AI and Academic Integrity

This policy applies to all schools and staff within the Gardener Schools Group (GSG) It should be noted that many AI-based platforms dictate in their Terms and Conditions, that users should be 13 or older (and often requiring parental consent) so use of such platforms should be limited within Prep Schools to staff. Modelled opportunities to introduce pupils to the technology within the curriculum should be discussed and approved within the context of our prep schools.

## 1. Introduction

Artificial Intelligence (AI) tools, such as the chatbot ChatGPT, are developing rapidly; this has major implications for education. Rather than prohibiting the use of AI, our approach as the GSG is to embrace and harness the opportunities afforded by these developments, integrate them into the curriculum and skills development of our pupils (where appropriate), while making pupils and teachers aware of the limitations and risks, and reminding pupils that technology cannot replace hard work; should not be substituted for creativity; and that knowledge acquisition, mastery and understanding is at the core of learning. AI should supplement and support teaching and learning rather than act as a replacement.

This policy aims to provide teachers with some tested tools that can support the delivery of teaching and learning, whilst giving individuals the creative freedom to be experimental, whilst understanding risk and recognising both professional and personal integrity.

## 2. Opportunities for pupils

There are considerable and exciting opportunities for pupils to use generative AI in the classroom and in the wider context of their learning such as independent research before a lesson (i.e. flipped learning) or as part of a research or investigation which has been set as homework.

Pupils should be aware of the wider issues concerning plagiarism, academic honesty and their responsibility for their own learning especially with a view to preparing for internal as well as public exams/assessments. Examples of tasks for which generative AI could prove useful for pupils are included in Appendix A.

## 3. Opportunities for teachers

Some of the many ways in which generative AI tools can be used by teachers, including a number which could significantly reduce workload are summarised below and further examples are included in Appendix B.

- Drafting course outlines, schemes of work and lesson plans
- Finding innovative ways of teaching a skill, topic, subject area.
- Research tasks for teachers and pupils.
- Creating resources.
- Formatting resources.

- Personalising learning and providing additional support for (neurodiverse) pupils.
- Generating model answers for discussion with pupils.
- Developing pupils' writing skills.
- Developing pupils' critical thinking.
- Providing preliminary feedback.
- Generating ideas for assemblies.
- Performing administrative tasks.

All of the above will continue to require experts to interpret and adapt: these will always be starting points and as enhancements rather than replacements.

## 4. Concerns

The use of generative AI tools raises potential concerns about how pupils access, acquire, use and evaluate information generated in this way. These concerns apply to all subjects offered as part of GSG's academic curriculum, and to all age ranges within the family of schools.

Key concerns are identified and outlined below:

### Plagiarism

- There is a risk that pupils either intentionally or inadvertently submit written or other work that has been predominantly generated by AI rather than by themselves.
- Pupils need clear guidance as to how to acknowledge if, or how far, they have used AI when researching and/or completing assignments.
- When using AI to support written tasks, there must be clear referencing to AI as part of a student's citations and referencing.
- Such concerns extend to a wide range of potential types of pupil assignments, both individual and group assignments, and including in-class assignments, work assigned for prep, public examination NEAs and coursework, supra-curricular essay competitions, Olympiads and EPQs.
- They may also apply to pupil submissions to less formal in-school competitions or tasks.
- These concerns may to submissions that are part of the application process to become a member of staff at GSG.
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### Examples of AI misuse include:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the pupil's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the pupil's own work, analysis, evaluation or calculations.
- Failing to acknowledge use of AI tools when they have been used as a source of information.
- Incomplete or poor acknowledgement of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

### Input and output

- The quality of the output provided by generative AI tools is significantly determined by the quality and precision of the prompts it is given.

- They exert a pull towards academic mediocrity: as they are trained on a Large Language Model, responses are likely to lack novelty and nuance; over-reliance may come at the cost of developing critical thinking.
- Pupils will require guidance as to how best to make use of AI tools so that the content generated is adequate for their purposes. This is known as 'prompt engineering', which, in itself, is likely to become a valuable future skill.
- Pupils need to be aware that tools such as Chat GPT have limited knowledge of the world. This limitation is likely to impact especially subjects where up-to-date knowledge is valuable, such as politics, geography, economics and PSHE.

## Generating incorrect information

Generative AI tools can present false information in a convincing manner. Human judgement and subject expertise remain essential.

- AI tools have a tendency to 'hallucinate', meaning that they can provide seemingly plausible but inaccurate information. There is currently no way of distinguishing 'hallucinations' from valid information without cross-checking every piece of information generated.
- For example, tools such as ChatGPT do not currently recognise the marking schemes, specific units, or modules of any exam board, but may pretend that they do. There are AI tools that represent an exception to this and are more teacher specific.
- Sources of information presented can be unreliable and must always be considered critically.
- It is reasonable to conclude that future AI tools may exhibit similar tendencies and limitations since they may not have the capacity to check their own output by connecting directly to the internet.

Pupils and staff need, therefore, to understand the potential inaccuracy of information generated by generative AI tools.

## Critical thinking

- As generative AI tools become more mainstream for everyday use, pupils are likely to need guidance regarding the limitations of using a single source of information to construct their own knowledge, understanding and judgement.
- Such tools also have the potential to remove the challenge from pupils, in terms of reading, research, analysis, synthesis. They may exert a pull towards academic mediocrity.
- Teachers need to identify bias and fact-checking of information as core elements of critical thinking.
- Pupils will benefit from guidance about:
    - how such AI tools acquire their information.
    - the inherent limitations to the scope and extent of information to which any AI is given access.
    - potential biases in answers generated by any AI tool.
    - how to acknowledge, cite and reference ideas which have been generated by AI (see "plagiarism" above) for guidance

## Reducing creativity

- See Plagiarism (above)
- See Critical thinking (above)
- AI tools largely produce clichés in creative tasks.

- A key aspect to developing creativity is learning to sift and analyse multiple sources (whether in literature, art, music, history, science etc), in order to establish new creations, combinations or permutations of ideas. This skill is acquired through practice, so using AI to shortcut this process has the potential to curtail the development of this crucial set of skills.
- Another key aspect to developing creativity is through human interaction: collaboration, cooperation and debate. These skills are also acquired through practice. Increased use of AI by individual pupils may reduce their motivation or opportunity to engage in such valuable human interactive processes.
- Teachers of creative subjects will need to learn how AI tools impact the development of creative skills in their areas and share this with pupils.
- Students must explicitly be taught the need for creative independence and identity. AI should never be used as a direct substitute for this, and children must be taught to recognise that creativity remains at the core of the values upheld by GSG.

### Generating inappropriate, harmful and malicious content

- Although AI tools have guidelines to prevent them from providing harmful advice or instructions, there already exist ways in which these guidelines can be circumvented.
- Therefore, AI has implications for safeguarding with regard to pupils interacting with AI over issues that may cause harm to self or others.
- AI tools can also generate images (deep fakes) and voice recordings which imitate and/or misrepresent. They can also be used to create pornographic and inappropriate content. All individuals must be alerted to the implications of this and the severity of misuse.

### Impeding development of literacy

- An (over)reliance on AI tools to produce work could interfere with the proficient development of literacy in English and other modern (and potentially ancient) languages.
- When using AI tools, pupils are not practising reading and writing, sifting through sources and producing drafts of work. Consequently, the broadening of their vocabulary could be impeded, as well as preventing their deepening understanding of language, grammar, spelling and punctuation.
- In modern foreign languages, the same potential implications exist, along with the potential for pupils to become dependent on AI tools to produce work.
- Pupils may be tempted to use AI tools and pass the text off as their own work (See Plagiarism above).

## 5. Homework

Teachers should be mindful of the potential for generative AI tools to be misused when setting homework tasks. In particular:

- Teachers should avoid setting homework tasks, whenever possible, where the purpose and value of such tasks would be invalidated by the use of AI tools.
- There will be occasions, however, where teachers specifically encourage the use of AI tools for research, generation of ideas, exemplars and pieces of work to generate discussion, comparison and analysis, as detailed elsewhere in this policy. This needs to be explicit and clear for students.

## 6 Mitigations

The use of generative AI tools raises many questions about the reliability and validity of pupil work and our assessment of that work. Guidance for teachers and pupils is, therefore, essential and detailed below.

### Appropriate and inappropriate use

- Pupils may be permitted to use ChatGPT and similar software as one of a range of tools for classwork and certain preps, but as instructed and guided by their teachers.
- Use of generative AI tools must be acknowledged; failure to do so and attempts to submit AI-generated work as a pupil's own, is a form of plagiarism and, as such, would constitute academic misconduct.

### Guidance and resources for teachers

As a group, we recognise the following tools to support teaching and learning. The potential tasks are suggestions and not limited.

| Tool | Name | Potential Tasks |
|---|---|---|
| | ChatGPT | Admin, planning, research, proofreading |
| | Gamma | Presentation creation, content design, assembly design |
| | TeachmateAI | Policy creation, planning, formal writing support |
| | Discord | Creative output, image design |

https://aieducator.tools/ Further tools can be discovered here but at this stage, are not endorsed by GSG

- Teachers must be clear with students as to when generative AI may be used in their learning,
- The GSG will make recommendations of AI detection tools and in assessing pupils' work, teachers should be alert to potential indicators of the use of AI.
- Potential indicators of AI use include (adapted from JCQ publication "AI Use in Assessments: Protecting the Integrity of Qualifications" 2023)
    - A default use of American spelling, currency and terms

    - A default use of language or vocabulary which might not be appropriate to the qualification level.
    - Overly verbose or hyperbolic language that may not be in keeping with the pupil's usual style.
    - The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content.
    - A lack of direct quotations and/or use of references when these are required/expected.
    - Inclusion of references which cannot be found or verified.
    - A lack of reference to events occurring after a certain date
    - The submission of pupil work in a typed format where their normal output is handwritten.
    - The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay, which can be the result of AI being asked to produce an essay several times to add depth, variety or to overcome its output limit.
    - Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered.
    - A difference in language style used when compared to that used by a pupil in the classroom or in other previously submitted work.
    - A variation in the style of language evidenced in a piece of work.
    - A lack of graphs/data tables/visual aids where these would normally be expected.
    - A lack of specific local or topical knowledge.
    - Content being more generic in nature than relating to the pupil themselves, or a specialised task or scenario, if this is required or expected.
    - The inadvertent inclusion by pupils of warnings or provisos produced by AI to highlight the limits of its ability, or the hypothetical nature of its output.

- Teachers should consider handwritten tasks or use of controlled conditions, if AI has the potential to devalue and dominate the task/assessment set.
- Pupils should be made aware of the examination boards' use of increasingly refined tools to detect plagiarism as evidenced in the JCQ publication "AI Use in Assessments: Protecting the Integrity of Qualifications" 2023)

## Consequences of misuse

Unacknowledged and unauthorised use of AI to complete homework will be addressed according to the individual schools' Behavioural and Rewards and Sanctions Policies.

Misuse of AI to generate examination coursework will be addressed according to JCQ Guidelines.

## 7 Safety and ethical considerations

### Bias

One of the major ethical considerations of staff/pupils using generative AI tools is bias in the answers created by the models that may deviate from the schools' individual values.

AI bias can lead to unfair and inaccurate results and representation, and this must be considered and acknowledged by pupils and staff when using the systems. The biases are likely to exist particularly with regards to marginalised groups and those with protected characteristics.

### Misinformation and Impersonation

One of the primary ethical concerns surrounding generative AI tools is the risk of their being used to spread misinformation and their readily available practical use and plagiarism.

Generative AI tools can be used to impersonate individuals. They can be trained on a particular person's writing style and language patterns, making it possible for someone to create a chatbot which sounds like a specific individual. The impersonation possibilities of AI tools could be used to defraud people or manipulate them in other ways.
All users will need to be vigilant with how they are communicating online and the potential authenticity of online posts.

### Security and personal data

The use of any search engine, including AI-based software, involves the user inputting data. It is important therefore, that the user is aware of how that inputted data may be used beyond their initial search and that certain types of personal data sharing may break contractual and privacy rules. To avoid the use of over sharing personal information, centralised GSG school accounts will be set up so that those across the group can have access to the different tools the GSG aligns with. Should individuals use accounts away from those recommended by the GSG, they will understand the personal risk that falls on them.

For example, pupils and teachers providing questions/prompts to AI tools can easily create privacy risks. Third parties can access and use texts provided to the tools and can also save prompts provided by users. The use of AI tools to automate sending emails to individuals, for instance, quickly results in privacy issues if a user shares personal information and data such as names, e-mail addresses.

Privacy concerns could also occur where a teacher inserts work from a pupil along with criteria to generate automated feedback: this adds text to the database of the AI program and some pupils' work may contain personal content.

In general, users should not enter any sensitive, private, confidential or personally identifiable information into any chat box or search engine – either about themselves or others. Should a search engine or company have someone's personal data (name, address, date of birth, telephone number etc.) users are exposing themselves or others to potential danger in the form of scams, excessive marketing/advertising and contact from unknown senders.

The UK GDPR defines special category data as:

- personal data revealing racial or ethnic origin.
- personal data revealing political opinions.
- personal data revealing religious or philosophical beliefs.
- personal data revealing trade union membership.
- genetic data.
- biometric data (where used for identification purposes).
- data concerning health.
- data concerning a person's sex life; and
- data concerning a person's sexual orientation.

Should users feel that it is necessary to enter such information, they must, in advance, check terms of use and privacy policies, or seek advice from relevant staff to ensure safe and legal use. Users should check privacy settings to ensure data is not shared with third parties.

This policy must be referenced in relation to safe online use, acceptable use policies and other relevant policies where individuality, safeguarding and protection of self are concerned.

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Next Review: April 2024 or earlier as required to reflect current practice.