



ACCEPTABLE USE OF INFORMATION AND COMMUNICATION DEVICES WITHIN THE MTS COMMUNITY and USE of ARTIFICIAL INTELLIGENCE POLICY

Policy Custodian: Senior Master

Approving Body: MTS Senior Leadership Team

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(This policy does not apply to Merchant Taylors' Prep.)

Merchant Taylors' provides pupils with access to its computer network, portals, email systems and connectivity. Pupils are responsible for good behaviour, whether on the school computer network or using their own devices or home connectivity. All pupils' behaviour within the MTS community, defined in its broadest sense, must be consistent with the educational objectives of the school and with these guidelines.

All reasonable attempts will be made to protect a pupil's right to privacy and – subject to their strict adherence to the school's acceptable use policy – pupils may enjoy the use of school networks and connectivity to enrich their studies without undue intrusion. This privilege may, however, be withdrawn without notice at any time.

This statement aims to protect pupils from carrying out activities that may be inappropriate. The school has a duty of care to its pupils and despite the immense educational potential of ICT, there is an unsavoury side to the internet and other current aspects of technology use on mobile devices, which it would be irresponsible to ignore.

We anticipate that, by making it clear to the pupils just how seriously we view misuse of the school's facilities, connectivity or privately-owned communication devices, we will protect the pupils, help them avoid problems and make their experience of ICT at MTS a happy and productive one. Failure to comply with this policy will constitute a disciplinary offence and will be dealt with under the School's Sanctions Disciplinary Procedures.

*In addition, these guidelines extend to all information and communication technology devices, including privately-owned 3G, 4G or 5G mobile phones, including but not limited to *iPhones*, *Androids*, *iPods*, ipads, smart watches, tablets, USBs, external hard drives, CDs, DVDs, social networking or direct messaging sites (Facebook, Twitter/X, YouTube, Ask.FM, Tumblr, Snapchat, Instagram, and Private messaging services, not limited to but including WhatsApp, Kik, Tik Tok Telegram and Viber). Each of these applications has a minimum age of use which must be adhered to by pupils.

At present, the current minimum ages are.

Facebook (13)

Twitter/X (13)

YouTube (13)

Ask.FM (13)

Tumblr (13)

Snapchat (13)

Instagram (13)

Whatsapp (13)

Kik (13)

Tik Tok (13)

Telegram (16)

Viber (13)

- Access to the MTS network, the School's Office-365 subscription and social networking community is a privilege, not a right: access entails responsibility and inappropriate use will mean loss of access.
- Pupils are responsible for the integrity of their digital devices. It is a condition of bringing a device to School that the owner accepts full responsibility for everything done using that device and its connectivity: "I lent it to someone and they did this" is not an acceptable excuse.
- Pupils are responsible for the security of their password, the integrity of their network area and the appropriate use of privately owned communication devices; they must keep their password secret. "Someone logged on as me" is not an acceptable excuse.
- Pupils must not damage computers or the computer network; nor should they hack, vandalise, damage or disable the personal or intellectual property of another person or organisation.
- Pupils must not pirate software, distribute already pirated software, compromise school licensing, debilitate or disable computers, systems or networks through the misuse or overuse of electronic distribution or the spreading of computer viruses through the inappropriate use of files, CD/DVDs, USBs, *PSPs*, *iPods*, *iPhones*, games consoles, smartphones, or other mass storage devices.
- Pupils must not place any unauthorised applications on the school's network (*.exe – or equivalent).
- Pupils must not compromise the security or integrity of any ICT systems, whether from inside or outside the school and whether that system is owned by the school or by other organisations or individuals.
- Access to the school's computer system must be through a pupil's authorised account only; pupils must not give out or share their password.
- Pupils must not use another person's password or trespass in another person's folders, work or files.
- School computer and internet use should be appropriate to a pupil's education. Under no circumstances must pupils attempt to hack, crack or otherwise circumvent the school filter (e.g. by the installation of other browsers or plug-ins such as *Mozilla Firefox*). It is against school rules for any pupil to have *Ultrasurf* or any equivalent proxy bypass applications on any device whatsoever within school.
- Pupils must not gamble or access, upload, download, transmit, display, or distribute obscene material or material that in any way could be construed as bringing the school's good name into disrepute. The use of obscene, abusive, or sexually explicit language is not permitted on MTS electronic resources, privately owned devices used on the MTS campus or social networking spaces that are linked to or could be identified with the school. The use of the school computer system for political purposes or advertising is forbidden without the permission of a teacher, which will be given only for legitimate school activities (e.g. Amnesty, Young Enterprise). Legitimate School societies supported by a named member of staff are welcome to use the School's own social networking space.
- Pupils must not transmit, re-transmit, distribute, publish, promote, market, or store material on or through the school network or the internet, which is threatening, abusive, hateful, obscene, indecent, or defamatory or involves or encourages conduct that may constitute a criminal offence.
- Pupils are responsible for email/SMS/MMS messages/tweets/posts/images or equivalent they send out or those that are sent from their accounts or devices. Email/SMS/MMS messages/posts should be written carefully and politely; pupils cannot expect that email/SMS/MMS messages will always be private.
- Anonymous messages, spam, chain letters, prank messages, phishes, spoofs, 'joe jobs' and virals must not be sent or forwarded. All forms of cyber-beefing such as fraping are strictly forbidden.

- Emails/SMS/social networking posts commenting on the appearance of other pupils/teachers are unacceptable.
- Any unpleasant material or messages received or found in a pupil's area or on a pupil's mobile device must be reported. During school hours pupils should not use any other messaging software than teams chat and the school email system. The use of these is only for discussion of school related activities.
- Pupils must not give out their home address or telephone number or arrange to meet someone online unless they have written permission from their parent, carer or teacher.
- Pupils must not post/SMS any private information concerning any other pupil, such as their address, email or telephone number. This includes adding the mail addresses of others to mailing lists.
- Pupils must not use camera/video facilities in mobile phones or other devices to photograph other members of the school community without their express permission for a justifiable educational objective. They must under no circumstances post image/video files (or links to such files) of other members of the school community without their express permission. All surfing and posting (whether using the school network or privately owned devices such as but not limited to 3G/4G/5G mobile devices, smart watches, ipads and other tablet devices) must be compatible with the high standards of behaviour expected of MTS pupils.
- Pupils must not post anything, including imagery or video/audio files, about any other member of the school community on any internet site that might be construed as defamatory, malicious, misleading, or **servng to bring the school's good name into disrepute**. This extends even to private communities within social networking spaces, Blogs and Wikis: MTS is opposed to all forms of bullying and just as physical bullying remains bullying even if it is not conducted in a public space, the same is true for cyber-bullying. Pupils must not administer or 'lurk' in social networking groups that are in any way malicious or may be construed as bringing the school's good name into disrepute. The school reserves the right to treat with the utmost severity any posts that in our opinion constitute: "cyber bullying"; fraping; use inappropriate and offensive language; have malicious racist or other content; or, in any way bring the school's good name into disrepute or provoke anti-social or violent behaviour. We expect, in such situations, that pupils will co-operate in providing details of relevant ISPs and IP addresses, so as to prevent "spoofing" and help us determine the facts of what has occurred. Spoofing (a situation in which one person or program masquerades as another) in any form of digital communication will never be accepted as acceptable behaviour. Pupils must be aware that the above activities may be considered incompatible with study at Merchant Taylors' School and that, in exceptional cases, the school may have a responsibility to involve Social Services or the Police.
- Pupils must remember that not only the school website but also any social networking presence linked to the school, presents the face of the school to the world. We insist on high standards of content, accuracy and presentation. Material submitted to the school website and social networking sites will conform to the aims above and to the normal school rules on the use of appropriate language and behaviour.
- Pupils must not violate copyright, or otherwise use another person's intellectual property without his or her prior approval or proper citation. Pupils must not attempt to pass off internet information as their own. Copying or downloading copyrighted materials from the internet is the same as copying from another pupil. It is cheating and intellectual theft and will be punished as such.
- Pupils must not transmit, re-transmit, distribute, publish, promote, market, or store material on or (via privately owned devices and storage media) through the school network or over the internet which constitutes an infringement of privacy, copyright or involves the transmission, distribution, or storage of information or data in breach of any law (including copyright).
- The school reserves its right to monitor the use of all relevant computer systems by electronic means without prior notification to the user. This will include: the monitoring of web and social networking sites; the interception of emails and chat messages; the deletion of inappropriate materials in circumstances where the school believes unauthorised use of its computer system is or might be taking place, or the system is being used for wrongful purposes or for storing text or imagery which is unauthorised or unlawful.

- In effect, privately owned devices including but not limited to laptops, tablets, USBs, 3G/4G/5G-smart phones, *iPhones*, *iPods*, *ipads* etc. are containers, like rucksacks and may hold disturbing images, unauthorized copies of copyrighted material, offensive or threatening letters. Therefore personal computers and any mass-storage devices or media that are under the control or in the possession of pupils may be examined by staff, including ICT Technical Services staff at any time on reasonable grounds of suspicion that a breach of school rules has occurred (as may happen on suspicion of other contraband material held against school rules, such as alcohol or tobacco).
- Such devices may be seized and removed for the purposes of such an examination: examination may include inspection, backing up, imaging or copying relevant parts of (and if necessary all) the hard drives of such devices, as well as obtaining print-outs of files, logs, caches and data on the device.
- Seizure and examination are carried out only with the Head Master's authority and with the co-operation of either pupil or parent. At least two members of staff will be present throughout the examination. Where possible the pupil will be invited to be present. The pupil must give account of any relevant logon names and passwords when these are requested.
- Parents and pupils are expected to co-operate in this matter. Should co-operation be denied the school reserves the right to ban the machine from the MTS campus and – in cases where it believes that the law has been broken – to impound the machine and call the relevant authorities (Social Services, Police, etc.).
- Parents should be aware that occasionally, in order to advise of last minute changes, it may be necessary for staff leading trips to contact their son on his mobile. Where practicalities permit, we will also try to make contact by email.
- With the adoption of digital learning at MTS and new safeguarding obligations placed on the School, it has become necessary for the School to deploy monitoring software on both pupil facing School desktop pcs and pupil personal devices. The software on the former devices monitors pupil activity on a 24-hourly basis between Monday to Friday, while the same software monitors pupil devices during the School day from 8.00am-3.45pm. This includes time when the pupil may not be at School during the School day. The software triggers email alerts based upon detection of particular keywords and can also take screenshots of devices. Pupils who use inappropriate terms or indulge in inappropriate behaviour may in some circumstances be subject to School disciplinary procedures. In the case of pupil devices, parents are expected to implement monitoring solutions for their son's devices during evenings, weekends and School holidays.
- A non-exhaustive list of types of Monitoring triggers include:
 - Very high items** suggesting risk immediate harm such as suicide, self-harm, criminal activity, violence, terrorism, sexual abuse, grooming.
 - High risk items** such as terms relating to racism, homophobia, misogyny, bullying, pornography, illegal drugs, sexual harassment.
 - Lower risk terms** relating to use of offence language.
- Sanctions for inappropriate behaviour and communication shall be governed by the school's normal disciplinary procedures. Pupils must be aware that the above activities may be considered incompatible with study at Merchant Taylors' School and that, in exceptional cases, the school may have a responsibility to involve Social Services or the Police.
- Pupils should be aware that Monitoring logs are reviewed by Senior Teachers on a daily basis.
- New parents are issued with the acceptable use policy prior to their son joining MTS. They are asked to consent:
 - that, if required their son can be directly contacted on his mobile device during a School trip, visit or other bona fide School-centred activity.
 - That if selected, their son's work may be published on the school website. I also agree that photographs that include my son may be published, subject to the general principle that photographs will be un-named.
- They have read and understand the school rules for Acceptable Internet Use and give my permission for their son to access the internet. (The school will take all reasonable precautions to

ensure that pupils cannot access inappropriate materials. I understand that the school cannot be held responsible for the nature or content of materials accessed through the internet. I agree that the school is not liable for any damages arising from the use of the internet facilities.)

* Although devices, forms of cyber-bullying, internet and social networking sites specified in this policy are referred to by brand name for quickness of communication and ease of understanding, the policy should be understood as being agnostic with regard to brand and applicable to equivalent devices, websites, or forms of bullying regardless of manufacturer, internet services provider, or minor variation in bullying strategy.

Use of Artificial Intelligence (AI) Policy

New AI technologies are emerging at an unparalleled rate. This in turn will require the School to review this policy on at least an annual basis or more often as new AI tools become available.

The focus of this policy is to ensure that students have created assessments in a manner that is fair and where needed transparent.

MTS will follow the guidance issued by JCQ when dealing with assessments submitted by all students when suspicions that unfair use of AI has occurred.

This policy should be read in conjunction with School policies and JCQ guidance on Non-Examined Assessments (NEAs), Malpractice and Plagiarism which can be found at: [MTS Examinations - Merchant Taylors' School \(mtsn.org.uk\)](https://www.mtsn.org.uk)

Summary:

While the potential for student artificial intelligence (AI) misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not.

This policy emphasises the following requirements:

Students who misuse AI such that the work they submit is not their own will have committed malpractice, in accordance with School rules, this may lead to severe sanctions. Where concerns have arisen, it may be not be possible for the School to submit certain pieces of student work to the exam boards.

Students and their teachers must be aware of the risks of using AI and must be clear on what constitutes malpractice;

Students must make sure that work submitted for both internal and external assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded.

Teachers and assessors must only accept work for assessment which they consider to be the students' own.

Where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action.

Students complete in class under close staff supervision with monitored access to the internet. However, it is also common practice for students to continue to produce their assessments outside of lesson time and it is at these times where there the risk of the unfair use of AI tools is at its highest.

What is AI use and what are the risks of using it in assessments?

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications.

In this context, the term assessment is used to mean pieces of work that include stand alone pieces of homework set by teachers for their students, pieces of work or projects undertaken by students which are intended for submission by one of the JCQ exam boards, pieces of work intended for

submission for internal and external competitions and articles for publication that are both produced in-house and externally.

A non-exhaustive list of examples of the misuse of AI tools include:

Use of AI to work through some probability calculations

While the range of AI tools, and their capabilities, is likely to expand greatly in the near future, misuse of AI tools in relation to qualification assessments at any time constitutes malpractice. Teachers and students should also be aware that AI tools are still being developed and there are often limitations to their use, such as producing inaccurate or inappropriate content. AI chatbots are AI tools which generate text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate.

AI chatbots can complete tasks such as the following:

- Answering questions
- Analysing, improving, and summarising text
- Authoring essays, articles, fiction, and non-fiction
- Writing computer code
- Translating text from one language to another
- Generating new ideas, prompts, or suggestions for a given topic or theme
- Generating text with specific attributes, such as tone, sentiment, or formality.

AI chatbots currently available include:

- ChatGPT (<https://chat.openai.com>)
- Jenni AI (<https://jenni.ai>)
- Jasper AI (<https://www.jasper.ai/>)
- Writesonic (<https://writesonic.com/chat/>)
- Bloomai (<https://huggingface.co/bigscience/bloom>)
- Google Bard

There are also AI tools which can be used to generate images, such as:

- Midjourney (<https://midjourney.com/showcase/top/>)
- Stable Diffusion (<https://stablediffusionweb.com/>)
- Dalle-E 2 (OpenAI) (<https://openai.com/dall-e-2/>)

The terms and conditions of all these AI chat bots require the users to be at least 13 years old. This means that boys in the Third or Upper Third Form should not be set any assessments where use of the tools is required or even recommended. Several of these tools require the user to be capable of entering into a legal contract which raises the age of engagement to 18. At present the School does not allow pupil access to any AI tools and teachers need to keep in mind even older boys may not have access to the tools at home

The use of AI chatbots may pose significant risks if used by students to complete qualification assessments. These have been developed to produce responses based upon the statistical likelihood of the language selected being an appropriate response and so the responses cannot be relied upon. AI chatbots often produce answers which may seem convincing but contain incorrect or biased information. Some AI chatbots have been identified as providing dangerous and harmful answers to questions and some can also produce fake references to books/ articles by real or fake people.

The school requires that students must submit work for assessments which is their own. This means both ensuring that the final product is in their own words, and isn't copied or paraphrased from another source such as an AI tool, and that the content reflects their own independent work.

Students are expected to demonstrate their own knowledge, skills and understanding as required for the qualification in question and set out in the qualification specification. This includes demonstrating their performance in relation to the assessment objectives for the subject relevant to the question/s or other tasks students have been set.

Any use of AI which means students have not independently demonstrated their own attainment is likely to be considered malpractice. While AI may become an established tool at the workplace in the future, for the purposes of demonstrating knowledge, understanding and skills for qualifications, it's important for students' progression that they do not rely on tools such as AI. Students should develop the knowledge, skills and understanding of the subjects they are studying.

AI tools must only be used when the conditions of the assessment permit the use of the internet and where the student is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student'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 student'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.

Students need to be aware that their final mark may be affected if they have relied on AI to complete an assessment and the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

Where concerns arise about the authenticity a piece of work submitted by a student, their teacher may wish to ask them questions pertaining to the detail within the assessment.

Teachers within departments must discuss the use of AI and agree their approach to managing students' use of AI in their school, college or exam centre. The School will make students aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment.

Particular emphasis is placed on the following:

- a) Explaining the importance of students submitting their own independent work (a result of their own efforts, independent research, etc) for assessments and stress to them and to their parents/carers the risks of malpractice;
- b) The Schools follows JCQ guidance on malpractice and plagiarism to acknowledge the use of AI (e.g. what it is, the risks of using it, what AI misuse is, how this could be treated as malpractice, when it may be used and how it should be acknowledged);
- c) The School will offer students guidance on how to reference source materials appropriately (including websites);
- d) The School will follow JCQ guidance on malpractice and plagiarism includes clear guidance on how students should acknowledge any use of AI to avoid misuse;
- e) The School will ensure that teachers and assessors are familiar with AI tools, their risks and AI detection tools;

- f) The School will ask student to resign upto the ICT Acceptable use policy to show they have understood what AI misuse is, and that it is forbidden at MTS;
- g) The School Ensure that each student is issued with a copy of, and understands, the appropriate JCQ Information for Candidates (www.jcq.org.uk/exams-office/information-for-candidates-documents);
- h) The School will reinforce to students the significance of their (electronic) declaration where they confirm the work they're submitting is their own, the consequences of a false declaration, and that they have understood and followed the requirements for the subject;
- i) The School will remind students that awarding organisation staff, examiners and moderators have established procedures for reporting and investigating malpractice.

Acknowledging AI use

It remains essential that students are clear about the importance of referencing the sources they have used when producing work for an assessment, and that they know how to do this. Appropriate referencing is a means of demonstrating academic integrity and is key to maintaining the integrity of assessments. If a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way. Where an AI tool does not provide such details, students should ensure that they independently verify the AI-generated content – and then reference the sources they have used.

In addition to the above, where students use AI, they must acknowledge its use and show clearly how they have used it. This allows teachers and assessors to review how AI has been used and whether that use was appropriate in the context of the particular assessment. This is particularly important given that AI-generated content is not subject to the same academic scrutiny as other published sources.

Where AI tools have been used as a source of information, a student's acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2023. The student 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 student has used AI tools, the teacher will need to consult or appropriate next steps and should take action to assure themselves that the work is the student's own.

Further guidance on ways this could be done are set out in the JCQ Plagiarism in Assessments guidance document (see link below).

The JCQ guidance on referencing can be found in the following:

- Plagiarism in Assessments (<https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/>)
- Instructions for conducting coursework (https://www.jcq.org.uk/wp-content/uploads/2022/08/Coursework_ICC_22-23_FINAL.pdf)
- The Information for Candidates documents (<https://www.jcq.org.uk/exams-office/information-for-candidates-documents>)

Other actions which should be considered in relation to acknowledging AI use are:

- a) Students being reminded that, as with any source, poor referencing, paraphrasing and copying sections of text may constitute malpractice, which can attract severe sanctions including disqualification – in the context of AI use, students must be clear what is and what is not acceptable in respect of acknowledging AI content and the use of AI sources. For example, it would be

unacceptable to simply reference ‘AI’ or ‘ChatGPT’, just as it would be unacceptable to state ‘Google’ rather than the specific website and webpages which have been consulted;

b) Students should also be reminded that if they use AI so that they have not independently met the marking criteria they will not be rewarded.

c) Assessments to be completed at least partially under supervised conditions in School.

Other ways to prevent misuse

While there may be benefits to using AI in some situations, there is the potential for it to be misused by students, either accidentally or intentionally. AI misuse, in that it involves a student submitting work for qualification assessments which is not their own, can be considered a form of plagiarism. JCQ has published guidance on plagiarism which provides guidance on what plagiarism is, how to prevent it, and how to detect it (<https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/>).

Teachers must be assured that the work they accept for assessment and mark is authentically the student’s own work. They are required to confirm this during the assessment process.

To prevent misuse, additional education staff and students will be undertaken.

a) MTS will restrict on-site pupil access to online AI tools;

b) MTS will ensure that access to online AI tools will be restricted on centre devices used for exams; c) MTS will set reasonable deadlines for submission of work and provide reminders;

d) Where appropriate, MTS will allocate time for sufficient portions of work to be done in class under direct supervision to allow the teacher to authenticate each student’s whole work with confidence;

e) MTS will examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages;

f) MTS may introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the student understands the material; g) Teachers may engage students in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work;

h) MTS will 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.

i) MTS will aim to set 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.

Identifying misuse

Identifying the misuse of AI by students requires the same skills and observation techniques that teachers are probably already using to assure themselves student work is authentically their own. Tools and methods that can be used are described below

Comparison with previous work

When reviewing a given piece of work to ensure its authenticity, it is useful to compare it against other work created by the student.

Where the work is made up of writing, one can make note of the following characteristics: •

Spelling and punctuation

- Grammatical usage
- Writing style and tone
- Vocabulary
- Complexity and coherency
- General understanding and working level
- The mode of production (i.e. whether handwritten or word-processed)

Teachers could consider comparing newly submitted work with work completed by the student in the classroom, or under supervised conditions.

Potential indicators of AI use

If aspects from the non-exhaustive list are seen in student work, it may be an indication that they have misused AI:

- a) A default use of American spelling, currency, terms and other localisations *
- b) A default use of language or vocabulary which might not appropriate to the qualification level *
- c) A lack of direct quotations and/or use of references where these are required/ expected ~
- d) Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors)
- e) A lack of reference to events occurring after a certain date (reflecting when an AI tool's data source was compiled), which might be notable for some subjects
- f) Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered
- g) A difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work
- h) A variation in the style of language evidenced in a piece of work, if a student has taken significant portions of text from AI and then amended this
- i) A lack of graphs/data tables/visual aids where these would normally be expected
- j) A lack of specific local or topical knowledge
- k) Content being more generic in nature rather than relating to the student themselves, or a specialised task or scenario, if this is required or expected
- l) The inadvertent inclusion by students of warnings or provisos produced by AI to highlight the limits of its ability, or the hypothetical nature of its output
- m) The submission of student work in a typed format, where their normal output is handwritten
- n) 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 a result of AI being asked to produce an essay several times to add depth, variety or to overcome its output limit
- o) The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content
- p) Overly verbose or hyperbolic language that may not be in keeping with the candidate's usual style

*Please be aware, though, that AI tools can be instructed to employ different languages and levels of proficiency when generating content.

~However, some AI tools will produce quotations and references.

Automated detection

AI chatbots, as large language models, produce content by 'guessing' the most likely next word in a sequence. This means that AI-generated content uses the most common combinations of words, unlike humans who use a variety of words in their normal writing. One program uses this difference to statistically analyse written content and determine the likelihood that it was produced by AI:

- GPTZero (<https://gptzero.me/>)

In addition, the JCQ awarding organisations imply that AI detection will shortly be added to the existing tool Turnitin Originality (<https://www.turnitin.com/products/originality>).

This tool features an AI review of a student's work, reviewing a portfolio of evidence and, we understand, will indicate the likelihood of AI use. These tools could be used as a check on student work and/or to verify concerns about the authenticity of student work. However, it should be noted that the above tools, as they base their scores on the predictability of words, will give lower scores for AI-generated content which has been subsequently amended by students. The quality of these detection tools can vary and AI and detection tools will continue to evolve. The use of detection tools should form part of a holistic approach to considering the authenticity of students' work; all available information should be considered when reviewing any malpractice concerns.

Reporting

Teachers will not accept work which is not the student's own. In the case of public exams, ultimately the Head of Centre has the responsibility for ensuring that students do not submit inauthentic work. If AI misuse is detected or suspected by the centre and the declaration of authentication has been signed, the case must be reported to the relevant awarding organisation. The procedure is detailed in the JCQ Suspected Malpractice: Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice/>).

Pupil Guidance

Pupils also need instructions to appropriate and inappropriate use of AI systems. As this is a rapidly emerging technology, the school is reviewing how pupils should be taught ethical and safe use of these and new tools. An additional complication emerges as the minimum use of application varies by application. A non-exhaustive, but indicative list is presented below.

Chat gpt (minimum age 18)

Microsoft co-pilot (minimum age 13)

Google gemini (minimum age 18)

Claude Anthropic (minimum age 18)

Deepseek (minimum age 18)

Canva (minimum age 13)

Grammarly (minimum age 16)

Khanmigo (minimum age 18)

Midjourney (minimum age 13)

In partnership with the student Whole School Council, the School has entered into discussion about the use of AI tools. These discussions address topics like how best to make use of AI to learn, acquire feedback from assignments, prepare revision materials, research credible sources. Other issues like excessive reliance on AI, use of AI to plagiarize or cheat in assignments, or spreading of false information have been discussion.

The School is presently looking at the use of plagiarism detection software for both assignments set internally and also those intended for submission to Public Examboards

Senior Master
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