

# North London Collegiate School



Founded 1850

## RESPONSIBLE AI POLICY

Policy Lead	Director of Innovation
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**Context and Background:**

The Responsible AI policy has been developed since July 2023, initially by an NLCS staff working group. The work of the group focused on collating stakeholder feedback and integrating best practice based on wide research. It has been developed to be a policy that is useful and relevant to NLCS and the wider education community.

This policy is integral to the School’s wider digital strategy overseen by the Deputy Director of the Innovation Centre. It is a new school policy that is vital in supporting the vision of NLCS’s commitment to intrepid innovation and the newly established Innovation centre.

The dynamic and ever-changing nature of developments in AI and Technology will require annual review of this policy to ensure it continues to support the needs of students and staff. The advisory board of the Innovation Centre will include sector leading experts able to inform and advise on evolving best practice.

**Introduction**

At NLCS, we embrace the responsible use of Generative AI (GAI) to enhance teaching, learning, and administrative efficiency. Our approach is that GAI is a powerful assistant that can improve many aspects of the way we do things. In our view it is not and never will be a replacement for human thought or learning. It is important students and staff know how to use AI, its capabilities but also its limitations.

A regular programme of staff and student training and alongside our forward-looking curriculum will ensure all students and staff are able to understand and harness GAI and its capabilities. This policy clarifies the formal responsibilities of all members of the School community and respective non-negotiables. There are appendices with additional, more detailed guidance on appropriate/inappropriate usage in our context for teaching staff, students and parents.

**Associated Policies and Documentation**

NLCS Safeguarding and Child Protection Policy; Online safety processes and guidance; NLCS digital strategy; NLCS 2030 vision paper; Staff training and development plans; Exam Malpractice; [GAI in education \(DFE\)](#)

## Principles of GAI usage

These six principles are at the heart of NLCS approach to GAI across the School. They underpin its use inside and outside the classroom for students, usage by NLCS staff and are a guide and framework for parents to understand how GAI is integrated into our approach to digital literacy.

- 1. Transparency:** It will be clearly indicated when GAI has been used in preparing class materials or other communications when there has been no significant editing.
- 2. Critical Use:** GAI outputs will always be critically assessed, and steps taken to mitigate issues of bias - gender and racial bias are known to be particularly prevalent – in order to check for accuracy. Tools will be used to complement work, not replace critical processes.
- 3. Privacy and Safety:** There will be no inputting or uploading of any sensitive or identifying information into GAI tools. Models which do not train on user data or have opt outs should be preferred. The School's Data Protection Policy will be followed.
- 4. Intellectual Property:** Students and colleagues own the intellectual property on their work as does NLCS to all its internal documents and policies. Any copyrighted materials, both internal and external, should not be uploaded into GAI models that train on user data.
- 5. Accountability:** Staff and students must evaluate all AI materials, and anything created with GAI will be considered their full responsibility.
- 6. Age-appropriate:** It is not permissible for students in the Junior School or Middle School (Years 7 and 8) to use or be asked to use GAI such as ChatGPT given that most generalist GAI tools have age restrictions of 13 plus with parental permission; students in Y9-13 who have the appropriate parental permissions in place may use such tools (the School maintains a list of these permissions for staff). Rare GAI exceptions, ie where tools are specifically designed for under 13s, will be considered on a case-by-case basis with requests needing to be made in writing with at least one month's notice to the Director of Innovation.

## Restrictions on GAI Use

Whilst the opportunities that GAI can provide are extensive, the purpose of this policy is to also ensure that the School approach is clear in its responsibility to safeguarding. This policy is aligned with the School's safeguarding policies and our processes and approach to online safety. These two additional restrictions are central to the use of GAI.

- 1. Personal Information:** It is prohibited to input any personal or sensitive information into GAI tools without explicit written consent.
- 2. Data Training:** Staff and students must not permit any school or student data to be used by GAI companies for the training of their models (this feature must be actively switched off by users).
- 3. Unethical AI Practices:** The use of GAI to create or distribute misleading, false, or harmful text, images, audio or video is strictly prohibited.

## **Monitoring and evaluation of the School's Responsible AI Policy**

The Innovation Centre's advisory board will annually review and advise on updates to the GAI policy or more frequently if changes to School procedure, legislation, regulation or statutory guidance so requires). These updates and reviews will include close monitoring of any AI related safeguarding incidents, examples of plagiarism or misuse of AI by staff and students.

For its first review in September 2025, the board and the Director of Innovation may identify KPIs that would be relevant and useful should it be deemed relevant and necessary.

This review will also map how AI curriculum content is being integrated across NLCS departments to ensure high quality age-appropriate AI curriculum content is being delivered.

The date of the next review is seen on the front page.

## **Transparency, Communication and Implementation of the Responsible AI Policy**

The policy will be available on the NLCS website and will also be shared with staff, students and parents with appropriate training and guidance for all parties.

Monthly meetings of a Digital Strategy Board (DSB) will be chaired by the Deputy Director of Innovation. This board will oversee and monitor the effective implementation of the policy and ensure the whole School community remains informed, trained and updated on all aspects of responsible AI. The board will also advise and encourage creative and innovative use of AI amongst departments to support teaching and learning and the wider business of the School.

Through this board additional training and guidance will be provided to ensure ethical practices and processes are in place across the School. The board will inform on and review on policies that can be influenced by GAI. These will include, but are not limited to, policies relating to Exams, Recruitment, Safeguarding, IT services, teaching and learning, and the physical and digital infrastructure of the School.

Safe use of GAI is fundamental to effective practice in a school setting and while the expectations are clearly laid out below, the Digital Strategy Board (DSB) will ensure close monitoring and management of this and liaise with the DSL when deemed necessary.

## **Guidelines and expectations for Staff, Students and Parents.**

Alongside outlining the principles, practices and processes relation to GAI at NLCS this policy also outlines clear expectations for staff, students and parents in relation to the responsible use of GAI inside and outside the classroom.

Two important points, reiterated in the guidelines below, is regarding the **use of AI in exams and exam malpractice (see also our School's Exam Malpractice Policy)**:

1. NLCS prohibits the use of any form of AI in internal and external examinations.
2. Coursework is governed by the relevant exam board regulations. NLCS believes it is in the students' interests for the School to take a strict line that students with one exception, are not to use AI as part of their coursework. The one exception is using it as a research tool to

find previously published articles, books and website. The exam boards, chiefly though not exclusively, through JCQ set out rigorous guidelines for AI usage and a breach of these would constitute malpractice with extremely serious consequences, which are set out in their regulations.

Additionally, all students and staff must adhere to the following **practical points**:

3. GAI accounts used in School should be set up with School email accounts, ie ending in nlcs.org.uk
4. When setting up GAI accounts for use in School all staff and students should turn on the highest privacy options available; turning off agreement to GAI companies training on user data is critical. Providers that do not have this option should be avoided by staff and students.

### **Lexicon:**

**GAI** – Generative Artificial Intelligence, a term used for all forms of artificial intelligence that generate new material and has entered the mainstream since the launch of ChatGPT at the end of 2022. GAI is not limited to programmes that create text and includes tools that have the capability to make images, videos, and audio too.

### **Copyright notice:**

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## **Guidelines on acceptable/unacceptable usage for NLCS staff**

### **Acceptable Use of GAI by Teachers**

For NLCS staff we encourage the use of GAI to:

- **Enhance the planning and preparation of lessons and schemes of work:** eg use GAI tools to aid lesson planning by generating outlines of lessons and schemes of work which can then be refined; use GAI to create handouts which can then be adapted; use GAI to research (though note here the risk of factual errors and Perplexity being preferable to ChatGPT).
- **Support the delivery of lessons and classroom activities:** e.g. use GAI for creating examples, which could then be discussed and critiqued in class; use GAI to create interactive activities such as role-plays in which GAI takes on the role of a key figure
- **Reduce workload and improve efficiency of administrative tasks:** e.g. use GAI for tasks like drafting communications; use GAI for summarising documents; use GAI for analysing data (though note the importance of not disclosing personal data etc).

### **GAI and Academic Integrity**

Teachers must ensure that they and students understand what is meant by AI plagiarism and what guided use of GAI entails.

- **AI Plagiarism:** Ensure students understand that copying from GAI-generated content is considered plagiarism and any cases should be dealt with through the School's academic honesty policy. Note that the School does not endorse the sole use of AI checkers due to issues around reliability and a holistic judgement needs to be taken in cases of AI plagiarism.
- **Guided Use AI:** When NLCS staff set tasks for students they must be clear about whether GAI can be used and how much. The School have developed the **NLCS AI Scale** so that everyone is clear on whether GAI may be used for a task and to what extent. *This is available both on the reverse of this guide (if a handout) and in Appendix 1 of the Policy.*
- **Teacher Transparency:** Teachers must be clear with students and colleagues about their AI usage, eg if a handout or document has been produced with significant input from AI this should be clearly indicated, usually written on the document itself.

### **Additional Restrictions on GAI Use for teachers**

- **Assessments:** Do not use GAI for grading/marking of any work.
- **Feedback:** Teachers are prohibited from using GAI to provide feedback on written work submitted to them by students.
- **Exam Boards:** The School does not permit the use of GAI in work to be submitted for any external qualification. This also applies to marking and moderation. Any deviation from this would need to be within the scope of the relevant exam board regulations and have express approval in writing from the Director of Innovation.

## Guidelines on acceptable/unacceptable usage for Students

### How do we expect you as students to be using and thinking about GAI?

- GAI is being used increasingly by your teachers to support teaching and learning. Your teachers will advise you about whether, and also how much, you can use GAI in your studies.
- We will also be training and teaching you about GAI so that you understand the opportunities as well as some of the dangers and challenges that GAI provides for you.
- If expecting you to use in your work, all subject teachers will refer to the **NLCS AI Scale** (*This is available both on the reverse of this guide (if a handout) and in appendix 1 of the Policy*). It will help you to understand what is meant by appropriate and inappropriate usage of GAI.
- It is important to understand that should you go beyond what your teachers recommend on the scale, that would be regarded as inappropriate usage.

### Additional Restrictions on GAI Use for students.

- **Work for formal assessment (i.e. GCSE, A Level, IB):** you must not use GAI for work that is going towards coursework or similar pieces that are being sent to exam boards. The exam boards have very strict policies and even where they allow limited usage this can be detrimental to your mark.
- **Plagiarism:** this is prohibited in School. You should be aware that copying from GAI-generated content and pretending it is your work, is considered plagiarism and any cases will be dealt with through the School's academic honesty policy.

## Guidelines on acceptable/unacceptable usage for Parents

### How do we expect you as parents to guide your children in using and thinking about Generative AI (GAI)?

- GAI is being increasingly used by teachers to support teaching and learning at our School.
- Teachers will advise students about whether, and how much, they can use GAI for their studies.
- We will be providing training and education to students about GAI so that they understand the opportunities as well as some of the potential risks and challenges that GAI presents.
- When teachers are expecting students to use GAI for their work, they will refer to our **NLCS AI Scale** (*This is available both in appendix 1 of the Policy*). This scale will help students understand what constitutes appropriate and inappropriate usage of GAI.
- It is important to understand that if students go beyond what their teachers recommend on the scale, it would be considered inappropriate usage.

### Additional Restrictions on GAI Use for students:

- **Work for formal assessment (e.g., GCSE, A Level, IB):** Students must not use GAI for work that is being submitted to exam boards for coursework or similar assessments. Exam boards have very strict policies, and even where they allow limited usage, it can be detrimental to students' marks.
- **Plagiarism:** This is prohibited in our School. Students should be aware that copying from GAI-generated content and pretending it is their work is considered plagiarism, and any such cases will be dealt with through the School's academic honesty policy.

As parents, we kindly ask you to reinforce these guidelines and expectations with your children to ensure responsible and ethical use of GAI in their studies.



## Appendix 1 - The NLCS AI Scale\*

<b>1</b>	<b>NO AI</b>	<ul style="list-style-type: none"> <li>The task/assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills.</li> <li><i>AI must not be used at any point during the task/assessment.</i></li> </ul>
<b>2</b>	<b>AI FOR RESEARCH</b>	<ul style="list-style-type: none"> <li>AI and AI search can be used to aid research. Generated text should only be a starting point; it is not reliable enough to be quoted and tools such as Perplexity which link to sources are to be preferred.</li> <li><i>AI can be used for research, but notes must be made without AI and not derived from AI text or summaries. Using GAI to summarize a piece of reading is not a shortcut to learning.</i></li> </ul>
<b>3</b>	<b>AI-ASSISTED IDEA GENERATION AND STRUCTURING</b>	<ul style="list-style-type: none"> <li>AI can be used in the task/assessment for brainstorming, creating structures, and generating ideas for improving work.</li> <li><i>No AI content is allowed in the final submission</i></li> </ul>
<b>4</b>	<b>AI-ASSISTED EDITING</b>	<ul style="list-style-type: none"> <li>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.</li> <li><i>AI can be used, but your original work with no AI content must be provided in an appendix.</i></li> </ul>
<b>5</b>	<b>AI TASK COMPLETION, HUMAN EVALUATION</b>	<ul style="list-style-type: none"> <li>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.</li> <li><i>You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.</i></li> </ul>
<b>6</b>	<b>FULL AI</b>	<ul style="list-style-type: none"> <li>AI should be used as an assistant to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity.</li> <li><i>You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.</i></li> </ul>

\*The NLCS AI Scale is an adaptation of the work of Mike Perkins, Leon Furze, Jasper Roe, and Jason MacVaugh. The full research paper and original published scale on which ours is based can be accessed here: [\[2312.07086\] The AI Assessment Scale \(AIAS\): A Framework for Ethical Integration of Generative AI in Educational Assessment \(arxiv.org\)](https://arxiv.org/abs/2312.07086).