



## Artificial Intelligence at Aylesbury High School A Guide for Students

In a world where artificial intelligence is all around us, we want to support you all to have the independence, strength and confidence to navigate this fast-developing technology. We will be teaching you about AI, how to use it safely and effectively and how to harness its potential benefits while ensuring you develop the essential skills and knowledge you need to thrive, succeed and #walktall. In the meantime, the use of generative AI is not permitted on the school's systems and we ask that you ***do not use generative AI tools, such as ChatGPT, for the vast majority of homework tasks.*** Exceptions to this include:

- where a teacher sets a task and clearly states that students may make use of an AI tool should they wish
- where a teacher sets a task explicitly instructing students to use an AI tool.

We will be continually reviewing this guidance as AI technology and our school systems & policies are developed.

### How to acknowledge AI sources in your work

If your teachers have made clear that you may use AI sources in your work, then you should acknowledge, describe and reference its use. Referencing AI ***must include the exact phrase or prompt put into the AI system,*** and it should be made clear which sections of work have been generated by AI.

### What is AI good for?

These tools can help in a number of ways, for instance:

- Answering questions where answers are based on material which can be found on the internet
- Drafting ideas and planning or structuring written materials
- Generating ideas for graphics, images and visuals
- Reviewing and critically analysing written materials to assess their validity
- Helping to improve your grammar and writing structure - especially helpful if English is a second language
- Experimenting with different writing styles
- Getting explanations
- Debugging code
- Getting over writer's block
- Personalising learning.

### Limitations

However, artificial and human intelligence are not the same; these AI tools do not understand anything they produce nor do they understand what the words they produce mean when applied to the real world. Open.ai, the creators of ChatGPT, have provided helpful guidance for educators and students.

In short:

- Whilst their output can appear correct and well written, AI tools frequently get things wrong and can't be relied upon for factual accuracy
- They perform better in subjects which are widely written about, and less well in specialist areas
- They do not always provide references - they create well formatted but fictitious citations
- They can reinforce stereotypes, biases and Western perspectives.

More fundamentally, overreliance on these tools will reduce your opportunities to improve your writing, critical thinking, and evaluation skills - **key academic and professional skills which you will need as you progress through your studies and beyond**. What these tools can provide, however, is an opportunity to build critical analysis and evaluation skills, perhaps by studying and critiquing what they produce, and making judgements about whether what they produce is actually valid and believable.

### AI and academic misconduct at AHS

Using AI tools to help with such things as idea generation or your planning may be an appropriate use, though the context and the nature of the assessment must be considered. It is not acceptable to use these tools to write your entire essay or response from start to finish. Also, please bear in mind that words and ideas generated by some AI tools make use of other, human authors' ideas without referencing them, which, as things stand, is controversial in itself and considered by many to be a form of plagiarism.

Plagiarism and poor practice can be defined as:

- When you hide something and are not transparent about your approach
- When you take something directly from someone (or something) else and don't reference or acknowledge it
- When you don't use something in an appropriate way.

If staff suspect that you are trying to pass off AI-generated output as your own work then it will be investigated and, if upheld, you will be sanctioned for cheating. If this is a **Non-Examination Assessment**, this is malpractice and may result in disqualification. More information can be found in the full [JCQ guidance on AI](#), which is also summarised below.

### JCQ Guidance Summary

Plagiarism can involve copying work, Googling work or using AI to generate work; they can all be a form of plagiarism and the same rules apply! We want to support you in understanding the importance of completing your own independent work for assessment. Put simply, you cannot copy or paraphrase from another source such as an AI tool.

The JCQ guidance states that teachers have a responsibility to:

- Make you 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.
- Ensure your teachers and assessors are familiar with AI tools, their risks and AI detection tools
- Remind you that there are procedures for reporting and investigating malpractice.

If students misuse AI and submit work for assessment that is not their own, they will have committed malpractice - **and the risks are serious**. The sanctions range from a warning regarding future conduct, to disqualification and you being barred from entering for one or more examinations for a set period of time. Guidance also says that **where teachers have doubts about the authenticity of your work submitted for assessment, they must investigate and take action**. If any sections of work are reproduced directly from AI generated responses, those elements must be identified - and by doing so, you are showing you have not independently met the marking criteria.

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

- copying or paraphrasing sections of AI-generated content so the work is no longer your 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
- submitting work with intentionally incomplete or misleading references or bibliographies.

Where AI tools have been used as a source of information, your 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/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 student's own.

Students are 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 web pages which have been consulted.

Exam boards have tools to detect AI, which include comparison with previous work to ensure its authenticity. Several programs can analyse written content and determine the likelihood that it was produced by AI. In addition, the JCQ awarding organisations are aware 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. 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.

### **Protecting your Identity and Personal Data**

When using generative AI, safeguarding your identity and personal data is crucial to protect yourself from identity theft, privacy breaches, and potential exploitation. ***Never share sensitive information like full names, addresses, dates of birth, contact or financial details*** in any inputs or interactions with generative AI models. Be cautious about the content you generate or interact with, as it could inadvertently reveal personal information.