

Marland School

Artificial Intelligence (AI) Policy

Policy Date: March 2025

Review Date: 15th July 2025

Next Review: July 2026 (or sooner if need dictates)

This policy has considered a range of model policies, including but not limited to, exemplars from 'The National College' and the 'Devon County Council Data Protection Team'. This simpler initial version is based on the one issued by Petroc FE College in January 2025 with full permission to use as a starting point for Marland School's policy. An IT Working Party of appropriately IT experienced Marland staff will investigate whether this initial policy meets need, or whether a more comprehensive version is required to supersede it. This review will be completed by December 2025.

1. Introduction

This policy outlines the guidelines for the appropriate and ethical use of Artificial Intelligence (AI) by staff, pupils & students at Marland (collectively referred to as 'all'). The aim is to ensure that AI is used to enhance learning while maintaining academic integrity, privacy, and the well-being of all members of the school community.

Embedding AI in the curriculum serves to enhance the learning experience by all, helping them develop the skills and critical thinking required for responsible and ethical use of AI with a view to keeping up with rapidly evolving usage in everyday life.

2. Scope and Purpose

- 2.1. This policy applies to all at Marland and covers all AI applications, tools, and resources used in connection with their studies and activities within the school and residential care time.
- 2.2. By adhering to this policy, all at Marland can responsibly and effectively incorporate AI into their educational experience, fostering a culture of integrity, innovation, and ethical awareness.

3. Definitions

- 3.1. **Artificial Intelligence (AI):** Technologies that simulate human intelligence, including machine learning, natural language processing, and robotics.
- 3.2. **AI Tools:** Software and applications that use AI technologies, such as chatbots, virtual assistants, and educational platforms.

4. Safeguarding, GDPR and data protection

- 4.1. Free versions of AI tools should **NOT be considered private or secure**, nor should paid for services be considered automatically secure. Advice should be sought if you have any doubt. Consider what might be possible with the information you provide as you might with a Social Media Platform; for example, an audio recording can be used to generate a deepfake voice profile using AI tools.
- 4.2. Any collection, storage or processing of information on behalf of Marland School must be conducted in compliance with GDPR (the General Data Protection Regulation). Sensitive personal data, including pupil/student (collectively referred to as 'learners') names, and other personally identifiable information, **must never be submitted to AI tools**, even those advertised as secure or in an enclosed corporate environment.
- 4.3. Decisions about learners especially regarding progress and/or academic or other outcomes, must be made by a human, even if AI has been used to assist in the process
- 4.4. Decisions relating to members of staff, such as interview outcomes, promotions, following processes and procedures, must again be made by a human, even if AI has been used to assist in the process.

5. Acceptable use of AI

5.1. Educational Enhancement

- 5.1.1. Learners may make use generative AI as a tool, resource, or consultant, but not as a replacement for their own knowledge, critical thinking, reasoning, or

self-reflection.

- 5.1.2. AI tools may be used to support learning and research, such as language translation services, tutoring programs, and research assistants.
- 5.1.3. Learners are encouraged to use AI to improve their understanding and performance in their studies.
- 5.1.4. Teachers/Instructors and other pupil/student leading staff (collectively referred to as 'Educators') may elect to use AI tools to assist formative assessment but must ensure that this is not to the detriment of timely and accurate feedback to learners. Educators must also ensure that any such AI assessment is free from AI hallucinations, is making an accurate assessment and accurately reflects on learner generated content vs AI generated or potentially plagiarised content. If AI is to be used for marking and assessment, then learners should be informed when the work is issued. Awarding bodies, Ofqual & JCQ do not presently allow marking of coursework forming part of a qualification in this manner.

5.2. Academic Integrity

- 5.2.1. AI should not be used to engage in academic dishonesty, including plagiarism, cheating, or falsifying academic records.
- 5.2.2. When using AI tools to assist with coursework, learners must ensure that their submissions reflect their own understanding and effort.
- 5.2.3. Learners must acknowledge any AI assistance in their work as required by standard academic referencing guidelines.
- 5.2.4. Educators should make a habit of discussing expectations of Academic Integrity regularly with learners, particularly before assessments are due. This includes establishing an understanding of codes of conduct and course requirements.
- 5.2.5. Educators must promote Academic Integrity by:
 - talking openly about Academic Integrity;
 - upholding and acting according to those values;
 - working in partnership with learners to develop and maintain strong ethical practices;
 - encouraging pride in submitting work that is original; and
 - being transparent about risks to Academic Integrity and consequences.

6. Prohibited Use of AI

- 6.1. The following are not permitted:
 - 6.1.1. Using AI to impersonate others or to create misleading, false, or harmful content.
 - 6.1.2. Employing AI tools to hack, manipulate, or breach school systems or data.
 - 6.1.3. Utilising AI for activities that violate the school's code of conduct, including harassment, bullying, or discrimination.

7. Ethical Considerations

- 7.1. All must respect the privacy of others when using AI tools, ensuring that personal data is not misused or disclosed without consent. Many AI tools will allow existing content to be uploaded and used to create a new output, such as a document, image, chart, video or sound file, you be cautious to ensure you have authority and consent to use those materials or use them in whole or in part of another project.
- 7.2. The reuse or publication of work created by another party should be respectful of copyright law, seeking consent for reuse where required and referenced accordingly.

- 7.3. AI generated content is not always accurate or truthful; and AI tools, particularly Large Language Models (LLM's) are prone to hallucinations and exaggerations. Efforts should therefore be taken to verify sources and accuracy of information or products derived from AI generated content before sharing or publishing.
- 7.4. Marland promotes the use of AI in ways that contribute positively to society and the learning environment.

8. Support and Resources

- 8.1. Marland will provide resources and training to help learners to understand and effectively use AI tools.
- 8.2. Learners can access support through Marland Staff for guidance on the ethical and effective use of AI.
- 8.3. A 'Traffic Light' quick read referencing tool is appended to aid understanding.

9. Reporting and Enforcement

- 9.1. When work is submitted and an AI tool has been used, it may not demonstrate the true level of ability of the student or whether they have met the Learning Objectives. Educators should consider whether use of the tool has given a student an unfair advantage, and whether they misrepresent the AI tool's work as their own.
- 9.2. Any misuse of AI tools should be reported to the Marland SLT immediately.
- 9.3. Where you or another individual have been personally affected by the products / outputs of an AI tool and where the safety or wellbeing of any individual is impacted; the situation should be raised with the Marland safeguarding team.
- 9.4. Violations of this policy will be addressed in accordance with Marland's disciplinary procedures and procedures.
- 9.5. Awarding bodies take a strict line on plagiarism and inappropriate use of AI tools, any such use may result in the awarding body / examiner rejecting a submission, cancellation of the qualification or disqualification.

10. Monitoring and Review

- 10.1. This policy will be reviewed annually to ensure it remains relevant and effective given the fast pace and ever-evolving nature of AI technologies and educational practices.

11. AI and Sustainability

- 11.1. AI is known to be a resource-intensive technology requiring significant amounts of energy and water resources around the world.

AI Technology providers, including Microsoft^{*1} and Google^{*2} have announced steps to use more sustainable energy sources to mitigate overall impact, additionally, AI technologies have the potential to support positive efforts in the reduction of global carbon emissions if used strategically. Marland staff and learners should be mindful of the environmental impact of using AI.

Referenced resources:

1. <https://www.bbc.co.uk/news/articles/cx25v2d7zexo#:~:text=The%20tech%20giant%20said%20it%20had%20signed%20a,plan%20will%20now%20go%20to%20regulators%20for%20approval.> 20/09/2024
2. [Google turns to nuclear to power AI data centers - BBC News](#) 15/10/2024

AI Usage at Marland: Traffic Light System

To help staff and students understand how AI tools can be used responsibly, we've created a simple Traffic Light System. This aligns with Marland's AI policy, ensuring ethical and effective use of AI while maintaining academic integrity.

RED: AI Tools Cannot Be Used

These are scenarios where the use of AI is prohibited:

- Creating or submitting coursework that is not your own (e.g., AI-written essays without attribution).
- Using AI to impersonate others or generate false or harmful content.
- Hacking or manipulating Marland systems using AI.
- Violating Marland policies, such as harassment or bullying, through AI-generated material.

AMBER: AI Tools Can Be Used in an Assistive Role

AI can support learning and tasks but must not replace your own effort or understanding:

- Using AI for research, tutoring, or as a study aid to clarify concepts.
- Generating ideas, outlines, or drafts to enhance your work (must be referenced according to college guidelines).
- Translating language to aid understanding (but not submitting direct translations as your own).
- Verifying and cross-referencing AI-generated content to ensure accuracy.

Tip: Always acknowledge AI assistance in your work where required.

GREEN: AI Has an Integral Role and Should Be Used

AI is essential and encouraged for specific tasks or assessments:

- Approved assignments or activities where AI tools are a required component (e.g., projects using AI platforms for data analysis).
- Collaborative tools where AI is part of the learning or creative process.

Example: AI-powered platforms used in specific courses to develop skills in technology, coding, or creative media.

Support and Resources

- Training and guidance are available to help you use AI effectively and ethically.
- For questions, speak with your Teacher, Instructor or other Staff.



Let's use AI responsibly to enhance our learning and innovation at Marland!