

READ SCHOOL GENERATIVE AI POLICY

(Updated in accordance with JCQ AI Use in Assessments: Protecting the Integrity of Qualifications - April 2025)

Introduction

Policy Objective

This policy aims to provide a robust framework for the ethical and efficient use of generative AI technologies within Read School. Its principal intent is to empower both educators and learners by integrating AI into teaching and learning while emphasising responsible and safe use, inclusivity, and the maintenance of high ethical standards.

Read School understands that generative AI holds incredible potential for enhancing pedagogical methods, customising learning experiences, aiding administrative efficiency, and driving educational innovation. Harnessing this technology effectively necessitates a comprehensive set of guidelines to uphold our shared values and ensure the successful incorporation of AI into our school community.

Applicability and Scope

This policy applies to all staff, pupils, governors, volunteers, and visitors who utilise our generative AI resources both on and off the premises. It covers all forms of generative AI technology that support learning, teaching, assessment, pupil well-being, and administrative processes.

Users should adhere to this policy whenever they engage with the generative AI tools provided by Read School, ensuring the predictive text and content generated aligns with our educational objectives and ethical standards. This policy will also extend to any party intending to introduce a new generative AI tool to our school system. The tool will be scrutinised in accordance with our evaluation processes to ensure compliance with academic standards, usability, privacy considerations, and accessibility needs before being deployed for use.

The following sections detail the roles and responsibilities, ethical standards, data privacy and security, and steps ensuring accessibility and inclusivity aligned with our continuous learning and improvement ethos. Each of these essential elements will help reinforce our collective understanding of a technology that promises to nurture an innovative, engaging, and inclusive learning environment.

Roles and Responsibilities

Senior Leadership Team and Head of Centre (Updated)

The Senior Leadership Team and Head of Centre hold the ultimate responsibility for the implementation and oversight of this policy. This body ensures that the school's use of generative AI aligns with its educational objectives, legal obligations, and ethical standards, as well as with the specific guidance provided by the JCQ. **The Head of Centre is responsible for ensuring that arrangements are in place to confirm that all centre-assessed work submitted by pupils is their own.** They will also guarantee that reasonable human and financial resources are allocated to facilitate safe and effective AI usage, where reasonable to do so.

The Senior Leadership Team is also responsible for promoting an organisational culture that values responsible AI usage, maintaining a balance between innovation and ethical considerations. They will work collaboratively with teachers, pupils, and experts, ensuring that all AI processes adhere to the laid down

policy. The team will also be responsible for addressing any concerns related to the use of generative AI brought to their attention by any member of the school community.

Teaching Staff

Teachers play a pivotal role in the successful implementation of generative AI technology. They should use the AI tools provided for enhancing pedagogical techniques and improving pupil engagement. It is their responsibility to guide pupils in using these tools responsibly, whilst encouraging a climate of academic integrity. **This includes ensuring they only accept work for qualification assessments that is genuinely the student's own, and that they are vigilant in identifying and reporting potential malpractice related to AI misuse.** Furthermore, they need to stay informed about advancements in the field of generative AI and adapt their teaching practices accordingly.

Pupils

Pupils are central stakeholders in this policy, with their intellectual curiosity, creativity, and learning experiences shaping the need for generative AI in our school. They are expected to use AI-generated resources responsibly and abide by the ethical use guidelines outlined in this policy. **It is imperative that pupils understand that any work submitted for assessment must be demonstrably their own. If any sections of their work are reproduced directly from AI-generated responses, they must be clearly identified and will not be credited towards meeting assessment criteria.** Pupils are encouraged to embrace the concept of originality while using generative AI and to report any misuse or concerns to the relevant authorities in the school.

It is essential for everyone involved to play their part to ensure the harmonious integration of generative AI technology into our school environment, maintaining its focus on enriching learning experiences and upholding ethical standards. As generative AI continues to evolve and mature, so should our understanding of its potential benefits and challenges. Read School strives to make our educational establishment an example of excellent, inspirational 'generative AI-enhanced' learning.

Ethical Use of Generative AI

Responsible Use by Teachers

Teachers are expected to model responsible and ethical use of generative AI technologies. This includes the appropriate integration of these technologies into their lessons, in a manner that enhances teaching and learning, without compromising academic integrity. **Teachers must also be familiar with a range of AI tools, their risks, and AI detection tools to effectively identify potential misuse.**

AI Misuse and Malpractice (New Section)

Read School considers the misuse of AI a form of academic malpractice, which can lead to severe sanctions including disqualification from a qualification. **AI misuse is defined as the inappropriate use of AI tools where a pupil has not appropriately acknowledged this use and has submitted work for assessment that is not their own.**

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

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

Acknowledging AI Use (New Section)

To ensure academic integrity, pupils must adhere to the following guidelines when using AI tools:

- **All sources, including AI tools, must be appropriately referenced.** Pupils should be given guidance on how to set out references for AI-generated content.
- **Any content generated by an AI tool and included in an assessment must be clearly and explicitly acknowledged.** This is to ensure that the work submitted is a true reflection of the pupil's own knowledge and skills.

Data Privacy and Security (Updated)

Read School acknowledges the need for specific, authorised tools that align with our educational goals and uphold our commitment to data privacy and ethical usage. The following list details the generative AI tools currently approved for use within our school community. **The use of any AI tool not on this list is not permitted for school-related work, especially for qualification assessments.**

It is important to note that this list is subject to change as we regularly review and evaluate the suitability of these tools in light of advancements in generative AI technologies, amendments to data privacy regulations, and the evolving needs of our diverse pupil and staff body. We are committed to maintaining a dynamic list that best serves our educational objectives and technical requirements and supports our pupils' and staff's safe and responsible use of generative AI tools.

Before any engagement with third-party vendors for generative AI tools, thorough due diligence will be performed to ensure their compliance with GDPR and other relevant legislation.

Authorised Generative AI Tools:

- **Text Generation & Chatbots:**
 - ChatGPT (<https://chat.openai.com/>)
 - Google Gemini (<https://gemini.google.com/>)
 - Anthropic Claude (<https://claude.ai/chat/>)
 - Microsoft Bing/Copilot Chat (<https://www.bing.com/>)
 - Perplexity (<https://www.perplexity.ai/>)
- **Image Generation:**
 - Midjourney (<https://www.midjourney.com>)
 - Dall-E (<https://labs.openai.com/>)
 - Stable Diffusion (<https://stability.ai/stable-diffusion>)
 - Ideogram (<https://ideogram.ai/>)
- **Presentation Generation:**
 - Gamma (<https://gamma.app/>)

Continuous Learning and Improvement

Read School is committed to a continuous review of this policy, ensuring it remains relevant and effective in a rapidly changing technological landscape. This will involve regular consultation with pupils, parents, and staff, and a proactive approach to adopting best practices as they emerge from bodies such as the JCQ and other educational authorities.

Date last reviewed: August 2025

Date of next review: August 2026