

Bedales School

AI Guidance

INCLUDING EYFS

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Author	Bedales Prep Deputy Head (Academic)
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Bedales School AI Guidance

Bedales Whole School AI Guidance

Purpose of this Guidance

In the fast-moving world of digital technologies, AI has potential to be a significant contributor or disruptor to education.

Teachers and students must learn to understand how tools such as AI can be used to offer opportunities that challenge them to adapt the way they think and question. Concurrently we recognise that AI does have limitations but is a constantly evolving technology which we must continually adapt to so that we may leverage the benefits of it and other data technologies.

This guidance seeks to set a framework for the ethical, safe, transparent and responsible use of AI at Bedales School; using AI as an aid for learning or assimilating information, but not as a replacement for human synthesis, critical thinking and creativity.

Scope of the Guidance

This guidance can be applied to all AI and data technologies used in our school, whether they are used for teaching, learning, administration, or other school-related activities. This includes, but is not limited to, GPT models, image creators, AI systems used for assessing work, personalised learning platforms, data analysis tools and any other technologies.

Though this guidance will aim to provide some clarity over the School's stance on using these technologies in a helpful and transparent way, it is inevitable that not all scenarios can be captured due to the speed of the technology. It should be treated as a useful starting point in using AI at Bedales, but should there be any uncertainties or ambiguities, staff or students are always advised to seek advice from line managers or tutors.

AI in the Classroom

Teachers

Teachers can use AI technology to help plan lessons or create resources for teaching and learning. This includes the use of:

- Generative language models for content generation.
- Image generation.
- Questions generation.
- Assessment rubrics.
- Classroom specific tools.

AI should be viewed as a tool and not a substitute for the teacher who should be critically reviewing any product of an AI interface and making professional judgements and adjustments to ensure content is of a Bedales standard.

At Bedales, we do not permit the use of AI to provide feedback on students work, this should always be provided by the teacher without AI assistance. **We also do not permit the use of AI in writing School Reports.**

If the teacher is planning to use AI within a lesson, the following considerations must be made:

- Are there age restrictions for using the platform? (ie Chat GPT is 13+ for individual use, but can be used by a classroom under adult supervision).
- Has the technology been tested beforehand for suitability? (ie is there risk of bias or inaccuracy which would be harmful to lesson outcomes and students).
- Is the technology enhancing students learning or replacing it? (ie by using a generative text AI, is the student able to circumvent a learning objective, or by using the AI are they being enabled to achieve a learning objective).
- Have you made it clear to learners what the objective of using that AI technology is? (Students should have total clarity on why AI tech is useful for this purpose and understand the limitations and reasons why it may not always be suitable).

Students

Students should be made aware of which technologies they can or cannot access for any work or assignment. When working independently or for assessment pieces, full disclosure of any AI assistance must be made upon submission. This should fall in line with the expectations for declaration of sources as set out as part of the task.

Teachers can provide students with guidance using this scale:

0	This assignment/Work must be completed with no assistance from AI	Independent of any AI technology. Outcome is entirely reliant on student's skill and knowledge.	No need to disclose any use as AI has not been used.
1	AI Assisted planning and idea generation/research	Your work should be completed independently, and the final assignment has no AI intervention. However, you can use AI in the early stages of planning and research as long as this is carefully scrutinised for accuracy and avoidance of bias.	Any AI is credited or referenced which must be submitted as part of the assignment.
2	AI Assisted editing	The content is created by you, but you can use AI to analyse your work and make suggestions for improvements of content. This can include assistance with grammar.	The work should be submitted in its unedited and AI edited form.
3	AI specific tasks with human oversight	Under advisement of the assignment, AI can be used to complete specific elements of the task. You are responsible for evaluating and synthesising what is produced for quality and relevance as well as accuracy and avoidance of bias.	Any AI is credited or referenced which must be submitted as part of the assignment.

Students should be aware that use of AI at School is still subject to all elements of the School's Behaviour Policies.

Plagiarism - Bedales School considers plagiarism as presenting work or content as your own which was not created by you. This includes presenting AI generated work without citation of its use.

Safeguarding

Several aspects of safeguarding need to be considered when students interface with AI:

Data and Privacy:

GDPR considerations must always be adhered to, students should not have to provide personal information unless guided/supervised by teachers or parents. Students should be made aware of this consideration and be alert to the dangers of over sharing information online.

Bias and Appropriateness:

Staff are responsible for checking the age restrictions on AI applications ensuring that students are accessing age-appropriate material be it language, topics, images or ideas. Appropriate supervision should always be considered for the age and phase accessing the AI application.

Staff should check the measures in place when using that AI application to ensure that appropriate filters are in place and that the AI in use is fit for the intended purpose.

Some AI Algorithms are susceptible to perpetuate stereotypes or bias. Staff must ensure students are aware of/not exposed to this bias and are alert to the dangers of this.

Inclusion

At Bedales School, we are enabling the use of AI-powered resources, tools, and content to be accessible to all students. This includes:

- SEND: Ensuring that AI technology is accessible to students with disabilities, including those with visual, auditory, or motor impairments. Implement features like screen readers, voice commands, and other accessibility tools.
- Diversity: Promoting students to generate content that reflects the diversity of our School community, including representation of different races, cultures, genders, abilities, and backgrounds, and ensuring that content created is not beholden to bias which discriminate these things.
- Learning Opportunities: Understanding that students learn in different ways and that AI technology should only be used when appropriate to the needs of the students.

Continued Monitoring and Evaluation

We understand that it is important to understand what AI is and isn't, as well as what it could become. As the technology continually evolves, we will engage in conversations and professional development to update our knowledge to best use the technology effectively and safely.

This will be led by the Heads of Digital Learning, in partnership with the Deputy Heads and Safeguarding teams and carried out on a biannual basis (September and February).

Safety

Our School is committed to using AI and data technologies that are technically robust and safe. We understand that the reliability and safety of these technologies are crucial for their effective and ethical use in our educational environment. This includes:

- Data Protection: Complying with relevant data protection laws, such as the General Data Protection Regulation (GDPR).
- Discrimination: Ensuring that the AI algorithms used are not biased and do not perpetuate discrimination. Regularly audit and evaluate AI systems for fairness and bias.
- Age Restrictions: Students must follow age-restriction rules for personal accounts and must otherwise use AI enabled software under adult supervision.
- Ethical Use: Establishing guidelines for the ethical use of AI, including addressing any potential misuse, such as cheating on assignments or exams.
- Training: Giving students clear guidelines and training in how to make the best, effective and safe use of the programs they are likely to encounter most often through tutor times, digital learning lessons and our wellbeing curriculum.

Ethics

As a school, we are committed to ensuring that the use of technology is ethical and responsible.

With reference to AI-enabled technology this includes:

- Data Privacy: Users must respect the privacy of others and avoid storing, sharing or use of any personal information without consent.
- Bias and Discrimination: Users must be aware of potential biases in AI-enabled software and avoid perpetuating discrimination or prejudice.
- Accountability: Users must take responsibility for their actions when using AI-enabled software and report any concerns or issues to the appropriate people within the School.
- Integrity: They must not use AI-enabled software to cheat or gain an unfair advantage in any academic task. Specifically, this means not submitting AI-created content without the necessary references or acknowledgments.

Summary

The use of technology, including AI-enabled software, is an integral part of education in the 21st Century. Our School is committed to promoting responsible and ethical use of these resources, and to providing a safe and secure environment for all staff and students. By following these guidelines, we can ensure that emerging technology is used in a way that benefits our community and promotes learning and growth.