INTEGRITY AND THE USE OF ARTIFICIAL INTELLIGENCE TOOLS

Guidance applies from EYFS to Sixth Form and to all staff	
Date of review:	15.10.2024
Date of next review:	09.06.2025
Version:	10.24 v1
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Version	Date	Paragraph	Material change	Approval
10.24 v1	15.10.2024	2 3 5.1 6 7.3c	New section inserted re. staff use of AI. New section inserted re. pupil use of AI. New section re. Skills for Tomorrow. Clarification re. when pupils can use AI. New section re. plagiarism and AI detection tools.	Mr Luke Goodman and Mr Joe Cozens

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors, and volunteers to share this commitment.

Related documents
Data Protection
Exams
Exams – Malpractice
Exams – Non-Examination Assessment
Information Security
Pupil Acceptable Use of ICT Agreement

1. Introduction

This guidance sets out the way in which Clifton High School will look to navigate the world of generative artificial intelligence within its delivery of an outstanding education; balancing its productive use with the maintenance of academic integrity, as well as offering guidance surrounding public examinations and pupil safeguarding.

This guidance should be read in conjunction with the DfE guidance Generative Artificial Intelligence in Education and the JCQ guidance: AI Use in Assessments: Protecting the Integrity of Qualifications - JCQ Joint Council for Qualifications.

2. Staff AI Use and Protocols

The decision to integrate AI tools within Clifton High School's teaching and learning practices is rooted in our commitment to supporting staff in their roles and responsibilities.

2.1 Choice of AI tools

Microsoft has been selected as the preferred choice of AI tools due to the robust data protection measures provided under the education license for educational institutions, as detailed in the compliance documents linked at the end of section 2.

Clifton High School is fully committed to upholding GDPR and ensuring the privacy and security of all pupil and staff data. Microsoft Copilot offers enhanced levels of cybersecurity, aligning with our mission to leverage cutting-edge technology to enrich educational experiences and complies with the European Commission guidance on AI technology.

The exclusive use of Microsoft tools is informed by their seamless integration within Clifton High School's natural IT ecosystem and their design tailored to achieving educational outcomes.

2.2 Staff training

Teaching staff have undergone comprehensive training on the use of generative AI for teaching, learning, and business tasks, with a specific focus on Microsoft Copilot and the AI tools integrated within Microsoft Teams.

AI training is provided for all new members of teaching staff as part of their induction and is given by the Head of Transformation and AI. The Staff Digital Learning SharePoint area contains specific updates on AI and includes a staff guidance prompt sheet.

2.3 Staff use of AI tools

The use of AI tools is expected to streamline administrative tasks, thereby enabling teachers to concentrate more on personalised pupil engagement and innovative teaching strategies.

Staff are trained in the safeguarding and ethical implications of AI use with pupils, and they are accountable for the content they create, ensuring it upholds the School's values and standards, including being free from biases, hallucination or disinformation.

All teaching staff members meet the UNESCO teacher competency framework for AI use in education, supported by the extensive AI training opportunities available at the School.

Examples of teacher use include:

- Lesson plan design
- Presentation text or images
- Quiz design
- Lesson assignment design
- Marking rubric design
- Marking support and feedback
- Data analytics
- Email construction
- Policy analysis
- Documentation creation.

2.4 Governance of AI

The governance of AI at Clifton High School is overseen by the Transformation and AI Lead, who is line managed by the Deputy Head Academic and collaborates with the Digital Learning Lead and the Deputy Head Pastoral. This structure ensures rigorous oversight and alignment with the School's values and strategic goals.

2.5 Review and implementation of new AI tools

When new AI tools become available, they are thoroughly tested by the Head of Transformation and AI before being trialed through case study by specific departments in the School. Once tested for educational outcomes, these tools are incorporated into the School's Staff AI Tool index - Clifton High School Staff AI Index.

2.6 Microsoft guidance

Microsoft has produced the following guidance and guardrails on AI data protection and safety:

- Protecting the data of our commercial and public sector customers in the AI era - Microsoft On the Issues
- GDPR-and-Generative-AI-A-Guide-for-the-Public-Sector-FINAL.pdf (microsoft.com)
- https://learn.microsoft.com/en-us/copilot/microsoft-365/microsoft-365-copilot-privacy
- https://privacy.microsoft.com/en-gb/privacystatement
- https://blogs.microsoft.com/wp-content/uploads/prod/sites/5/2022/06/Microsoft-Responsible-AI-Standard-v2-General-Requirements-3.pdf
- https://learn.microsoft.com/en-us/copilot/privacy-and-protections
- https://blogs.microsoft.com/on-the-issues/2021/12/06/protecting-data-infrastructure-privacy/

- https://blogs.microsoft.com/on-the-issues/2020/11/19/defending-your-data-edpb-gdpr/.

3. AI tools for pupils and pupil use protocols

3.1 Microsoft Copilot and Microsoft Teams

Although pupils will learn about a variety of AI models and their potential applications, there will only be scope for access to Microsoft Copilot and Microsoft Teams AI models through the School's learning ecosystem. No other AI tools will be encouraged for school-related work, in compliance with the School's data protection strategy.

3.2 Skills for Tomorrow

As part of the Skills for Tomorrow curriculum, pupils in Year 7 and Year 12 will learn about:

- how AI tools can be used to support learning but also how they can be a detriment to learning if used ineffectively by a pupil
- the potential applications and misuses of AI, with specific examples related to educational purposes
- the data security issues relating to AI and the risks associated with AI models.

Pupils will be encouraged to sign an AI agreement to prepare for future AI use, aligning their safety and educational values with those of the School.

As part of the Skills for Tomorrow course, pupils are expected to meet the requirements of the Student AI Competency Framework outlined by UNESCO.

3.3 Health and Wellbeing

The Health and Wellbeing curriculum for Years 10 – 13 includes a taught element of Deep Fake Risks, which is designed by the Transformation and AI Lead - Deep Fakes.pptx .

3.4 Pupil-facing AI tools

Pupil-facing AI tools are not yet available, but this will be reviewed over the academic year of 2024/2025. Any forthcoming release would, at a minimum, comply with international regulations on AI tools, necessitate a defined minimum age of 13+, and entail critical discussions and parent consultations for the affected year groups. Pupils would have the agency to personally opt in or out of AI use, whether on a classroom basis or for the long term.

4. Academic Integrity

The goal of academic integrity is to make knowledge, understanding and thinking transparent. Pupils must also master the technical components of academic integrity, which includes learning how to correctly reference and ethically use information, sources, opinions and generative artificial intelligence tools.

Staff training is conducted to support the development of pupil academic integrity in relation to AI tools.

4.1 Transparency

Transparency needs to be taught and supported throughout the educational journey so that pupils understand how knowledge is constructed and understand their own role in furthering knowledge construction and building understanding. Transparency skills are taught as part of the Skills for Tomorrow curriculum.

4.2 Plagiarism

While technical proficiency is important, conceptual and ethical knowledge should come first. Recent technical advancements in AI tools have sparked some concerns in the educational community as pupils have the potential to use these tools to produce their assessment submissions. It is important to remember that this is not new. Pupils have always been able to plagiarise and "cheat" by copying from sources without reference. What we are seeing now, however, is how AI tools can effectively produce a unique essay (or other product) for the pupil from scratch— as an alternative or in addition to a pupil buying an essay from the internet or having a third party (such as a parent or tutor) write it for them. As is the case where another person writes an essay for a pupil, teachers are well placed to identify when it is and when it is not the pupil's own work.

4.3 Teaching pupils about academic integrity

Opportunities created by AI tools reinforce that academic integrity is an ethical choice that pupils must make. Pupils cannot learn about acting with integrity for example by being given a list of rules for the examination room or learning a particular format for referencing. They learn by talking about what it means to act with academic integrity and seeing it role-modelled around them. To initiate a conversation about this topic, teachers could consider the links between our school values of empathy and love and the need for academic integrity, and in particular:

- how to reference and assign credit to the work of others;
- in the arts, legitimately emulating a particular person's style and acting with academic integrity; and

- the scientific principle of testing another's hypothesis and acting with academic integrity.

The key message is that pupils need to be taught about academic integrity, and discussions about the ethical use of AI are a great classroom exercise.

5. Acknowledging the use of AI

Clifton High School will not ban the use of AI software as it is the wrong way to deal with innovation. Over the next few years, the use of this kind of software will become as routine as calculators and translation programs and so it is more sensible to adapt and teach pupils how to use these new tools safely and ethically. This will be however restricted to the use of Microsoft AI tools including Copilot and Teams AI, which enable referencing.

5.1 Referencing

Pupils are expected to research a topic, and with today's technology that is likely to mean starting with an internet search. AI may provide a starting text, but the pupil will need to understand how to tailor the text to improve its impact, and why it is important to do so. It therefore remains essential that pupils are clear about the importance of referencing the sources they have used when producing work for an assessment, and that they know how to do this. Appropriate referencing is a means of demonstrating academic integrity and is key to maintaining the integrity of assessments.

If a pupil uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the pupil and referenced in their work in the normal way. Where an AI tool does not provide such details, pupils should ensure that they independently verify the AI-generated content – and then reference the sources they have used.

Pupils in Year 7 and Year 12 are taught the practical skills of referencing digital content through AI, with a specific focus on the use of Microsoft Copilot, which provides pupils with the references of all of the sourced information. As part of the Skills for Tomorrow Course, pupils are taught how to use Microsoft Copilot for learning and how to collect the reference from the generated text. The expectation is the that pupils who are able to use Microsoft Copilot for learning are required to reference all material used when using generative AI and reference the prompt that they have used.

Course Booklet - Clifton High School - Skills For Tomorrow Course by Clifton High School.

5.2 Acknowledging use

In addition to referencing, where pupils use AI, they must acknowledge its use and show clearly how they have used it. This allows teachers and assessors to review how AI has been used and whether that use was appropriate in the context of the particular assessment. This is

particularly important given that AI-generated content is not subject to the same academic scrutiny as other published sources.

Where AI tools have been used as a source of information, a pupil's acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: Microsoft Copilot. Date.

The pupil must:

- Retain a copy of the prompt they have used and any subsequent prompts used to refine the output.
- Submit this 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 pupil has used AI tools, the teacher/assessor will need to consult the School's Exams - Malpractice Policy for appropriate next steps and should take action to assure themselves that the work is the pupil's own.

Other actions which should be considered in relation to acknowledging AI use are that pupils should be reminded that:

1. 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, pupils 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 'Copilot', just as it would be unacceptable to state 'Google' rather than the specific website and webpages which have been consulted;
2. If they use AI so that they have not independently met the marking criteria they will not be rewarded.

6. AI tools and assessments

Pupils complete the majority of their exams and a large number of other assessments under close staff supervision with limited access to only authorised materials and no permitted access to the internet. The delivery of these assessments will be unaffected by developments in AI tools as pupils will not be able to use such tools when completing these assessments.

There are some assessments however in which access to the internet is permitted in the preparatory, research or production stages. The majority of these assessments will be Non-Examined Assessments (**NEAs**) for General Qualifications, coursework and internal assessments. This document is primarily intended to provide guidance in relation to those assessments.

With the exception of where staff instruct pupils to use AI (and the pupils provide source links in their work), pupils are only permitted to use AI in the Sixth Form and will receive lessons on the misuse of AI and plagiarism before they are allowed to use it. The only AI programme that Sixth From students are permitted to use is Microsoft Copilot.

When AI is to be used in the classroom, staff are to display the AI Classroom Rubric (Classroom AI Rubric.png) to indicate how AI should or should not be used for a task.

7. AI misuse

Misuse of AI tools in relation to qualification assessments constitutes malpractice. The key term here is 'misuse' as AI is not banned by Clifton High School, but it must be used properly, and pupils must be taught and understand the expectations for its use.

While the potential for pupil AI misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not. As a School, we already have established measures in place to ensure that pupils are aware of the importance of submitting their own independent work for assessment and for identifying potential malpractice.

7.1 Rules and expectations

Pupils must submit work for assessments which is their own. This means both ensuring that the final product is in their own words and isn't copied or paraphrased from another source such as an AI tool, and that the content reflects their own independent work.

Pupils are expected to demonstrate their own knowledge, skills and understanding as required for the qualification in question and set out in the qualification specification. This includes demonstrating their performance in relation to the assessment objectives for the subject relevant to the question/s or other tasks pupils have been set. While AI may become an established tool at the workplace in the future, for the purposes of demonstrating knowledge, understanding and skills for qualifications, it is important for pupils' progression that they do not rely on tools such as AI. Pupils should develop knowledge, skills and understanding of the subjects they are studying.

AI tools must only be used if a member of staff instructs pupils to use AI (and the pupils provide source links in their work) and when the conditions of the assessment permit the use of the internet and where the pupil is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

The Schol follows the JCQ AI Use in Assessment Guidance in relation to the use of AI in assessments and the guidance emphasises the following requirements:

- As has always been the case, and in accordance with section 5.3(k) of the JCQ General Regulations for Approved Centres (https://www.jcq.org.uk/examsoffice/general-regulations/), all work submitted for qualification assessments must be the pupils' own;
- Pupils who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions;
- Pupils and School staff must be aware of the risks of using AI and must be clear on what constitutes malpractice;
- Pupils must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the pupil, and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded (please see the 'Acknowledging the use of AI' section below);
- Teachers and assessors must only accept work for assessment which they consider to be the pupils' own (in accordance with section 5.3(k) of the JCQ General Regulations for Approved Centres); and
- Where teachers have doubts about the authenticity of pupil work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action.

7.2 Misuse and malpractice

Any use of AI which means pupils have not independently demonstrated their own attainment is likely to be considered malpractice .

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

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the pupil's 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 pupil's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies.

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures (https://www.jcq.org.uk/exams-office/malpractice/).

The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from taking qualifications for a number of years. Pupils' marks may also be affected if they have relied on AI to complete an assessment and, as noted above, the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

7.3. Identifying Misuse

Identifying the misuse of AI by pupils requires the same skills and observation techniques that teachers probably already use to assure themselves pupil work is authentically their own.

Teachers can identify AI misuse by doing the following:

a. Comparing the work with other work

When reviewing a given piece of work to ensure its authenticity, it is useful to compare it against other work created by the pupil. Where the work is made up of writing, one can make note of the following characteristics:

- Spelling and punctuation
- Grammatical usage
- Writing style and tone
- Vocabulary
- Complexity and coherency
- General understanding and working level
- The mode of production (i.e. whether handwritten or word-processed)

Teachers could consider comparing newly submitted work with work completed by the pupil in the classroom, or under supervised conditions.

b. Looking for indicators of misuse

If you see the following in pupil work, it may be an indication that they have misused AI:

- A default use of American spelling, currency, terms and other localisations;*
- A default use of language or vocabulary which might not be appropriate to the qualification level;*
- A lack of direct quotations and/or use of references where these are required/expected**;
- Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors);
- A lack of reference to events occurring after a certain date (reflecting when an AI tool's data source was compiled), which might be notable for some subjects;

- Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered;
- A difference in the language style used when compared to that used by a pupil in the classroom or in other previously submitted work;
- A variation in the style of language evidenced in a piece of work, if a pupil has taken significant portions of text from AI and then amended this;
- A lack of graphs/data tables/visual aids where these would normally be expected;
- A lack of specific local or topical knowledge;
- Content being more generic in nature rather than relating to the pupil themself, or a specialised task or scenario, if this is required or expected;
- The inadvertent inclusion by pupils of warnings or provisos produced by AI to highlight the limits of its ability, or the hypothetical nature of its output;
- The submission of pupil work in a typed format, where their normal output is handwritten;
- The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay, which can be a result of AI being asked to produce an essay several times to add depth, variety or to overcome its output limit;
- The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content;
- Overly verbose or hyperbolic language that may not be in keeping with the candidate's usual style.

*Please be aware, though, that AI tools can be instructed to employ different languages and levels of proficiency when generating content.

**However, some AI tools will produce quotations and references, but be aware that AI tools have also been shown to invent non-existent academic papers/sources when asked to provide sources. These are known as 'hallucinations'. Teachers should be aware that these can appear very plausible.

c. Using plagiarism and AI detection software

If a member of staff has a concern about potential plagiarism or use of AI, they should upload the work to https://cliftonhigh.turnitin.com/ to generate a report to support with assessing the authenticity of the work and any follow up conversation.

When using Turnitin to check for AI use and plagiarism, the staff member can identify the use of specific websites used by the pupil. The teacher should look to analyse the types of sources used by the pupil to see whether any obscure and irrelevant sources match plagiarised content, this can be an indication of AI use due to its ability to access vast quantities of the internet.

Staff should be aware that automated detection tools:

- are not 100% accurate and should be used in conjunction with the strategies outlined in parts a and b above;
- are most effective for long-form prose text over 200 words in length;
- have an increased likelihood of producing work with a false positive for EAL pupils and pupils using translation software. .

Staff should also be aware that an AI writing score over 20% has a high likelihood of being produced by AI, but they are less reliable below 20%.

8. Reducing the likelihood of AI misuse for subjects with a significant coursework element

As part of Clifton High School's efforts to reduce the misuse of AI in pupils' work, pupils in Years 7, 12 and 13 will be taught about AI use and misuse, including the ethics, bias and the impact of AI on learning as part of the Skills for Tomorrow Course.

For those subjects where coursework is an important element, it may be advisable, (in addition to the education of pupils about plagiarism and the use of AI as outlined in this document), to:

1. Allocate time for sufficient portions of work to be done in class under direct supervision to allow the teacher to authenticate each pupil's whole work with confidence;
2. Examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages. This is the fairest option for pupils, as identifying potential miss-use of AI (or otherwise poorly referenced work) at an earlier stage allows the pupil the opportunity to put it right. As AI becomes ubiquitous pupils may not always be aware when they are relying on it;
3. Introduce classroom activities that use the level of knowledge/understanding achieved during the course, thereby making the teacher confident that the pupil understands the material;
4. Consider whether it's appropriate and helpful to engage pupils in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work;
5. Issue tasks for school-devised assignments which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models trained using historic data.