



"The glory of God is
a human being fully alive!"

ST JOSEPH'S CATHOLIC HIGH SCHOOL

ARTIFICIAL INTELLIGENCE POLICY

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1. Our Mission

Our mission is to **unlock the belief in all** children through the experience of the love of Christ within the presence of each other, the staff, our parents, and the Church.

The introduction of AI into education offers new opportunities for teaching and learning, growth and innovation. In keeping with our mission and pupil profile, we recognize it is our collective responsibility as a community of students, staff and parents to use AI in ways that reflect our values and contribute to the greater good.

This policy aims to ensure the appropriate use of Generative AI tools within our school community so that we are academically empowered (learned, wise, curious and active) while upholding integrity (truthful, intentional, attentive and discerning). Foster a culture of AI literacy and critical thinking regarding the impacts and limitations of AI technologies.



2. Scope of the Policy

- This policy applies to all teaching staff and student using Generative AI tools for professional purposes, including classroom activities, lesson planning, assessment creation, and student engagement guided by the **St Joseph's 6** and The **Learning Policy**.
- This policy supports and aligns with the school's safeguarding, data protection, and Home school agreement to ensure comprehensive oversight and coherence in AI use. It also aligns with the guidance set by DoFE on Generative AI "Statement on Generative Artificial Intelligence in Education".
- As guidance and technology changes the policy therefore will need to remain under regular review. This policy will therefore be reviewed annually.

3. Definitions

To ensure a common understanding of key terminology, we provide the following definitions:

Artificial Intelligence (AI): Artificial Intelligence, is a branch of computer science aimed at creating machines that mimic human intelligence. It's used to perform tasks that usually require human thought, like understanding language, recognizing patterns, or making decisions.

Generative AI: Generative AI refers to technology that can be used to create new content based on large volumes of data models have been trained from a variety of works and other sources.

AI System: Any technology that incorporates AI to perform tasks and make decisions autonomously. This includes AI platforms, software, algorithms, and autonomous machines.

Machine Learning: Computer algorithms that improve and learn from experience without explicit programming.

Large Language Models (LLM) is a type of artificial intelligence (AI) model that uses machine learning to understand and generate human language. They are very large deep learning models that are pre-trained on vast amounts of data.

AI hallucinations is when an AI generates plausible but factually incorrect or entirely fabricated information. They can occur when an AI model makes confident predictions based on flawed or insufficient training data.

AI literacy: The knowledge, skills and attitudes needed to safely interact with AI systems.

Prompt: is the process of creating input (usually text) instructing the Generative AI to generate the desired response

Prompt Craft/Engineering: Promptcraft is the art and |Science of designing specific inputs(prompts) that can effectively guide AI models to produce useful and relevant outputs

Plagiarism: Plagiarism is presenting someone else's words or ideas as one's own without proper attribution. Text generated by AI is not technically plagiarism since it is newly created content, not copied from a human source. However, AI output that violates this policy by failing to properly attribute source materials used to train the system, or by presenting AI-generated text as a student's original work, will be treated as a violation of our academic integrity standards. Proper citations of source materials and transparency about the use of AI generation tools are required.

4. Opportunities of AI

- Teaching and Learning:
 - Adaptive learning platforms for personalized instruction.
 - AI-driven assessment tools for formative and summative evaluations.
 - AI tutors and chatbots for supplementary learning support.
- Administrative Tasks:
 - Automating attendance, grading, and report generation.
 - Streamlining lesson planning through AI tools.
- Professional Development:
 - Training modules for teachers to upskill in AI technologies.
 - Collaborative AI tools for lesson sharing and feedback.

5. Limitations and risks of AI

The use of AI systems, in particular Generative AI, should be carried out with caution and an awareness of their limitations therefore teachers should be mindful of, the following considerations:

- Bias - data and information generated by AI will reflect any inherent biases in the data set accessed to produce it. This could include content which may be discriminatory based on factors such as race, gender, or socioeconomic background.
- Accuracy – information may be inaccurate when generated, so any content should be fact-checked. The problem with AI errors, the infamous hallucinations, is that, because of how LLMs work, the errors are going to be very plausible
- Currency – some AI models only collate data on old research so content generated may not reflect the most recent information.

- Over-Reliance - Teachers and students may depend too much on AI tools which will lead to potential erosion of critical thinking skills

6. Ethical and Responsible Use of AI by Staff

All users of AI technologies in our school, including students, teachers, and staff, must exercise responsible and ethical use. This includes:

- Respecting the rights, privacy, and intellectual property of others.
- Avoiding misuse that could lead to harmful, dangerous, or illegal outcomes.
- Adhering to school policies on appropriate AI assistance levels.
- Monitoring AI systems and reporting ineffective or unethical behaviours.
- Considering the broader societal impacts of AI use

6.1. Ethical Guidelines for Use of AI by Teachers

- Teachers are permitted to explore and utilise AI-based tools and technologies to assist in managing their work. AI can provide valuable support while still incorporating professional judgment and expertise in line with **Teachers' Standards**
- AI tools will be used responsibly, ensuring they complement teacher's professional judgment and expertise, without replacing them.
- Teachers remain **professionally responsible and accountable** for the quality and content of any output generated by AI, however generated or used.
- Teachers will receive appropriate training and support to effectively integrate AI into their work including professional development opportunities focused on AI tools and their effective integration into school administrative and teaching practices. Training and support will be planned as part of CPD or on an as-needed basis.

6.1.1 Lesson Planning and Content Creation

- Teachers may use AI tools to brainstorm ideas, create instructional materials, or supplement teaching resources. Creating whole group or personalised lesson plans, generating extension tasks or scaffolded work, and identifying potential knowledge gaps. For instance, AI-based platforms can suggest specific topics or learning activities.
- Teaching staff are permitted to use these suggestions as a starting point, incorporating their professional expertise to customise the lesson plans and make necessary adjustments to ensure learning intentions are met.
- All AI-generated materials must be reviewed for appropriateness, accuracy, and alignment with the school's curriculum.

6.1.2 Classroom Use

- Introduce students to AI tools in a controlled, age-appropriate manner, emphasizing their potential as learning aids.
- Ensure students understand the ethical use of AI and the importance of critical thinking.

6.1.3 Assessments

- Avoid over-reliance on AI-generated content for designing assessments.
- Use assessments that challenge students to demonstrate originality and critical thinking.
- Teaching staff can also support students to gain feedback on their work themselves using AI, replicating peer assessment processes. It is important that teaching staff play an integral role in this process and continue to monitor the feedback provided, as with peer assessment.

6.1.4 Feedback and Grading

- AI tools may assist with grading or providing feedback according to **St Joseph’s feedback policy** with student data **anonymized (see section 11)**, but teachers remain **responsible** for final evaluations to ensure fairness and accuracy.
- AI tools can be utilised to automate certain aspects of marking of pupil work, such as multiple-choice or fill-in-the-blank assessments. Teaching staff can use AI-powered marking software to speed up scoring fact-based responses to objective questions, providing more time to support students individually.
- Teaching staff can also use AI to identify areas for improvement in more subjective written answers. Teaching staff will **review and verify** AI-generated marks or feedback to ensure accuracy, and add their professional judgment, especially when evaluating subjective or open-ended responses that require deeper analysis and interpretation.
- Teachers can use AI as a starting point to gather relevant information and identify patterns in student attainment, but they should rely on their expertise to provide a comprehensive and holistic evaluation of each student's progress. By using AI responsibly.

6.2 Guidelines for AI use in Correspondence

- AI may be used for proofreading, grammar checks, tone adjustment, and content suggestions.
- Staff should not rely on AI to generate full letters, emails, or other original correspondence. The use of AI in this manner risks losing the personal and contextual nuances essential to professional communication.
- AI tools must not be used for correspondence involving sensitive, private, or confidential matters. These communications require a human-centered, empathetic approach.
- Final responsibility for the content of all correspondence lies with the staff member. AI tools are a support mechanism, not a replacement for professional judgment.

6.3 Summary of dos and don'ts for Staff using AI

Category	Dos	Don'ts
Responsible Use	<ul style="list-style-type: none">• Use AI tools to enhance educational outcomes.• Regularly review and update AI practices.	<ul style="list-style-type: none">• Avoid over-reliance on AI tools.• Do not depend solely on AI for teaching or administrative tasks.
Accountability	<ul style="list-style-type: none">• Teachers remain responsible for the quality of AI-generated outputs.• Review and verify AI-generated materials before use.	<ul style="list-style-type: none">• Do not use AI-generated content without thorough review and verification.
Personalise Learning	<ul style="list-style-type: none">• Utilize adaptive learning platforms for personalized learning.• Introduce AI tutors and chatbots for supplementary support.	<ul style="list-style-type: none">• Do not let AI tools diminish critical thinking and problem-solving skills in students.• Avoid using AI-generated content without checking for biases and inaccuracies.
Lesson planning and content creation	<ul style="list-style-type: none">• Use AI to brainstorm, scaffold, and personalize lessons to diverse learner needs.	<ul style="list-style-type: none">• Do not depend solely on AI-generated materials without customization or checking for accuracy.

	<ul style="list-style-type: none"> • Verify that AI-generated materials align with SOL and learning Intentions • Introduce AI tutors and chatbots for supplementary support. 	<ul style="list-style-type: none"> • Present AI-generated lesson plans directly to students without review.
Assessment	<ul style="list-style-type: none"> • Use AI tools to streamline objective assessments (e.g., multiple-choice questions). • Ensure AI tools support critical thinking and originality. 	<ul style="list-style-type: none"> • Do not over-rely on AI for designing or scoring assessments without teacher oversight. • Do not use AI-generated assessments without fact-checking or aligning with learning intentions
Feedback	<ul style="list-style-type: none"> • Leverage AI for immediate, personalized feedback to students • Review AI-generated feedback for accuracy and bias before sharing with students. 	<ul style="list-style-type: none"> • Do not let AI feedback replace professional judgment or ignore inaccuracies in AI outputs. • Do not use AI for subjective evaluations without adding teacher input or verifying outcomes.
Privacy and data security	<ul style="list-style-type: none"> • Use tools compliant with GDPR and safeguard student and staff data. • Monitor AI usage to ensure ethical practices and data security. 	<ul style="list-style-type: none"> • Do not share sensitive or personal student information with AI tools. • Do not allow pupil-generated data to train AI models without explicit consent

6.4 Consequences of Policy Violation

Staff violations of the AI policy will be managed according to the **teaching standard** and **disciplinary procedures**. The severity of consequences will depend on the nature of the misuse.

Type of Violation	Examples	Sanctions (Aligned with Behaviour Policy)
Minor Infraction	<ul style="list-style-type: none"> • Over-reliance on AI for lesson planning without professional review. • Using AI for routine correspondence without checking accuracy. 	<ul style="list-style-type: none"> • Verbal warning and reminder of AI guidelines. • Mandatory AI training or CPD on responsible AI use.
Moderate Infraction	<ul style="list-style-type: none"> • Using AI to assess student work without final review. • Inappropriate AI-generated content used in teaching. • Breach of student data privacy when using AI tools. 	<ul style="list-style-type: none"> • Formal written warning recorded in the staff file. • Monitoring of AI usage for a defined period. • Additional training and coaching on AI ethics.
Serious Breach	<ul style="list-style-type: none"> • Using AI to fabricate data, assessments, or student feedback. • Using AI-generated content to mislead parents or colleagues. • Repeated AI misuse despite prior warnings. 	<ul style="list-style-type: none"> • Disciplinary action as per the staff code of conduct. • Suspension of AI access or additional HR review. • In severe cases, formal disciplinary proceedings, potentially leading to dismissal.

7. Ethical Guidelines for Use of AI by Student

This policy relates to all content creation, including text, artwork, graphics, video and audio. Students are **responsible** for any content submitted, regardless of whether it is from Generative AI.

- Unless specifically told not to by your teachers, you can use AI tools to generate content (text, video, audio, images) for your school work. There are situations and contexts within the school where you will be asked to use AI tools to enhance your learning and to explore and understand how these tools can be used.
- Student may use AI programs to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. You should check and verify ideas and answers against reputable source materials.
- Students must indicate which parts of any work submitted that were created by AI and what was written or created by you. You may not submit any work generated by an AI program as your own. To do so would be classed as plagiarism.
- Conversely, there are situations in which the use of AI is forbidden, and the tasks will be framed in a way that avoids using AI tools, such as working offline or under supervised conditions.
- Please ask your teacher if you need clarification or have questions before using AI for any homework.
- The submission of AI-generated answers without referencing constitutes plagiarism and violates the **St Joseph's Home School Agreement**. We reserve the right to use AI plagiarism detectors or our academic judgement to identify unappreciated uses of AI.

7.1 Guidance from JCQ on the use of AI in assessments

As has always been the case, and in accordance with **section 5.3(j) of the JCQ General Regulations for Approved Centres**, all work submitted for qualification assessments must be the students' own.

- Students 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.
- Students and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice (see 7.2).
- Students 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 student 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.
- Teachers and assessors must only accept work for assessment which they consider to be the students' own (in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres).
- Where teachers have doubts about the authenticity of student 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. Detected or suspected use must be reported.
- However, AI tools can be used when the conditions of the assessment permit the use of the internet and where students are able to demonstrate the final submission is their "own independent work and independent thinking".
- Students must appropriately reference where they have used AI. For instance, if they use AI to find sources of content, the sources must be verified by students and referenced.

As such, it is recommended that as much of an NEA as possible is completed on site and under supervision. Students should be expected to discuss fluently, with their teacher, any work completed outside of this as a means of identifying ownership of such work.

7.2 AI Misuse (Malpractice)

AI tools must only be used when the conditions of the assessment permit the use of the internet and where the student is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

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 student'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 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.
- 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 Documents. 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.

7.2.3 Identifying Misuse

- Identifying the misuse of AI by students requires the same skills and observation techniques that teachers are probably already using to assure themselves student work is authentically their own. There are also some tools that can be used.
- Comparison with previous work. When reviewing a given piece of work to ensure its authenticity, it is useful to compare it against other work created by the student.
- Teachers could consider comparing newly submitted work with work completed by the student in the classroom, or under supervised conditions.

7.2.4 Potential indicators of AI use

If you see the following in students' 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 themselves, or a specialised task or scenario, if this is required or expected

- The inadvertent inclusion by students of warnings or provisos produced by AI to highlight the limits of its ability.
- 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 pupil's usual style

7.3 Summary of Do's and Don'ts for students

	Do's	Don'ts
Using AI Tools	Use AI for brainstorming ideas or generating inspiration for projects.	Use AI to plagiarize or submit work that is not your own.
	Cite AI tools used in assignments where applicable (e.g., "Generated using ChatGPT").	Rely on AI-generated content without critically evaluating its accuracy or relevance.
	Use AI for language support, research, or summarizing texts, ensuring you verify its output.	Use AI tools to bypass learning tasks or assessments, including exams or coursework.
Ethical Use	Respect privacy by not sharing personal or sensitive information with AI tools.	Use AI to create or share inappropriate, harmful, or misleading content.
	Acknowledge when AI has supported your work, promoting transparency and honesty.	Use AI to impersonate others or fabricate data or sources.
	Discuss AI usage with teachers to ensure it aligns with school policies and expectations.	- Violate copyright laws by using AI-generated content without permission or proper attribution.
Effective Use	Critically evaluate AI outputs and cross-check facts with reliable sources using the EDIT framework.	Assume all AI outputs are accurate, unbiased, or comprehensive.
	Use AI to enhance your understanding and deepen your learning in collaboration with teachers.	Depend solely on AI tools without developing your own skills or understanding of the subject.
Assessment	Use AI ethically in formative tasks to gain insights and ideas, if allowed by the teacher.	Use AI during summative assessments or exams unless explicitly permitted by school policy.
	Always follow JCQ guidelines for assessments, ensuring academic integrity. https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/ and https://www.jcq.org.uk/exams-office/blogs/updating-the-jcq-guidance-on-ai-use-in-assessments/ for further information	Submit AI-generated work as if it were solely your own effort without teacher approval.

7.4 Consequences for Students of AI Misuse

Misuse of AI by students will result in sanctions deemed appropriate by the school in line with the school's behaviour policy and code of conduct depending on the specific circumstances of each case.

Homework/ Classwork

- The use of AI tools in student work can be a valuable resource for generating and developing ideas, such as mind mapping, outlining, and conducting research. However, all conclusions, content, and assessed work must be the student's original creation.
- Students should avoid plagiarism by ensuring they use AI as a supportive tool rather than a substitute for their own thought processes.
- When using AI, students should focus on ethical practices, including proper citation where necessary and transparency about how AI has been used in their work.
- Staff must inform students of the **homework policy** and verify that it aligns. Any misconduct must be sanctioned with an X for **Dishonesty** supported by a comment on AI misuse and XH to give students the opportunity to resubmit homework.
- For classwork Staff should issue an X for **Dishonesty** with **redoing the work** correctly, parental call as see fit by professional judgement.

NEA

- Students 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.
- Students 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 and referenced by the student correct as shown on **our BTEC Plagiarism and Reference page 75** on student journal and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria for that section and therefore will not be rewarded.
- Students will be required to sign authentication statements, and any suspected misuse of AI will need to be reported to the relevant awarding body.
- EPQs will be treated in the same way as NEAs.

Misinformation

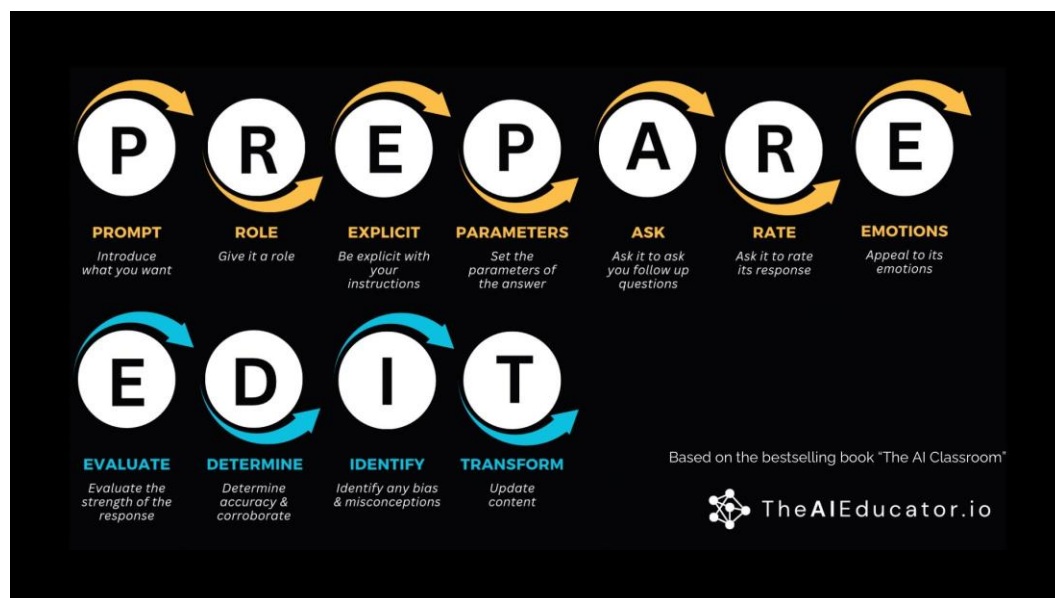
- Students are prohibited from using AI to create and/or distribute content that is discriminatory, harmful, offensive, or intentionally biased. Any misconduct will receive sanctions deemed appropriate by the school in line with the school's behaviour policy.

8. Parental Involvement

- Parents should encourage responsible and ethical use of AI technologies.
- Parents should partner with the school to foster AI literacy and critical thinking skills.
- Parents should stay informed about school policies and curriculum integration plans regarding AI systems.
- Parents will receive guidance about monitoring students' independent use of AI outside school (e.g., avoiding exposure to biased or harmful outputs).
- Provide workshops or newsletters about safe AI practices to reinforce safeguarding beyond the classroom.

9. Getting the best of AI - writing effective prompts

The secret to getting the best out of Generative AI is writing effective **prompts**. AI is only as powerful as the instructions given to it. AI is not able to perform broad task and lack of clarity can lead it to make assumptions, with unintended consequences. AI is best leveraged when you give it clear instructions. To help with this we will use the **PREPARED Framework** by Daniel Fitzpatrick of The AI Classroom shown below:



PREPARED Framework

	Description	Examples
Prose	Start with a clear and concise command. Provide a stage for what follows. Avoid using vague language.	Create an academic quiz about cells. Read the following text and be prepared to answer questions on it. Grade this answer and give reasons for your judgement.
Role	Tell the AI who to be. Context is king. It helps it know how to approach the question and provide an accurate and response.	You are an experienced teacher who is an expert at creating quizzes that engage and challenge students. You are a qualified examiner who grades English exam papers You are William Shakespeare. Answer all questions using the knowledge Shakespeare had and in his style
Explicit Instructions	Be clear and specific in your question to avoid misunderstandings. Use your existing expertise to instruct it on:	Write 5 questions. Use Bloom's taxonomy to make sure that the questions develop a deeper understanding. Use various question types. Provide answers at the end.

	<ul style="list-style-type: none"> • The pedagogical approach you want • The subject knowledge you want it to focus on • The student you teach (without submitting personal information) 	Give precise reasons why you have given your grade link to the rubric.
Parameters	<p>Shape the response. Set clear parameters to help it understand what you are looking for, which enables it to provide a more accurate response. Parameters to consider include: Tone of voice, Language, Word length, Number of paragraphs, Length of sentences, Sentiment, Format, Reading age</p>	<p>Write this 100 words with a reading age of 12-year-old.</p> <p>Format this with headings, subheadings and bullet points.</p> <p>Write this in British English</p> <p>Write in shorter sentences that are full of meaning and have an impact on the reader.</p> <p>Use an informative tone and keep the summary under 300 words.</p>
Ask	Ask the AI to ask you clarification questions before it continues that will help it provide you a more thorough and quality response.	Ask me some clarification questions first, and then answer
Rate	<p>Demand self-evaluation from the AI. It's like having an AI quality control team.</p> <p>Ask it to rate the quality of the response and to give evidence for this rating.</p> <p>This will help you understand its thought process so you can ask it to improve or adjust your prompt to get better results.</p>	"Give the summary a rating based on 0-10 points, and indicate what could be improved."
Emotion	<p>Add an emotional stimulus. This appears to be able to increase quality.</p> <p>Emphasize the importance of getting this right.</p>	Breathe in, and breathe out. Try to really do your best. It's important to me.
Diversity	Proactively tackle bias. Unconscious bias is something we all have, simply asking it to search for	Are there underrepresented voices on this topic I can include?

	underrepresented voices in its output will help tackle that.	
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EDIT Framework

The Edit framework is designed to help evaluate generative outputs in terms of analysing accuracy, bias and improving the quality of information presented from AI generative outputs.

Evaluate	Evaluate your AI output content; for language, facts, structure
Determine	Determine accuracy and corroborate with source
Identify	Identify biases and misinformation in output
Transform	Transform content to reflect adjustments and new findings

Example prompt using the PREPARED framework

Create a rubric for this student task: Create a presentation on the primary and secondary effects of 2008 Sichuan earthquake that will deliver to the class. Act as a knowledgeable Year 8 Geography teacher, who is an expert in pedagogy and specialise in earthquakes. The task is for a Year 8 Geography class. The rubric should focus on demonstrating knowledge through SOLO taxonomy and include separate levels for the quality of the presentation. The rubric should be presented in a table and written at the reading age of 12 years old. After you have provided me with a draft rubric, ask me some follow-up questions, in bullet points, so that you can provide a more thorough and quality response. Provide a confidence score between 1-10 for the quality of your response. Additionally, briefly explain the main reasons supporting your classification decision to help me understand your thought process. This task is vital to my career and will help my students develop their understanding. I greatly appreciate your work. Are there underrepresented voices on this topic that I can include?

When leveraging the elements of PREPARED, it is important to understand that it is not a rigid step-by-step process. It is not necessary to apply every element in a linear fashion; use the aspects that are most relevant to your current needs.

Never stop with a single prompt when using a tool like ChapGPT or Copilot. Just like talking to a colleague, a conversation will always uncover more detail and understanding.

10. AI recommended tools

Chatbots: ChatGPT, Microsoft CoPilot (login with your school email, then you will have no restrictions), and Bard

Learning Content: BRISK teaching, Magic School; magicschool.ai, Khan Academy: Khanmigo, Curipod,

- BRISK teaching offers an AI-powered Chrome extension for educators that can help when creating curriculum, giving feedback, assessing student writing, adjusting reading levels and translating texts. It integrates with Google Docs and Slides to help teachers to generate quizzes, lesson plans, rubrics and presentations efficiently.
- MagicSchool is a generative AI platform designed to assist educators with various task such as lesson planning, writing assessments and creating individualised education plans
- Curipod is designed to enhance classroom engagement through interactive AI-assisted lesson planning

Image Generation: Ideogram, Magic Media in Canva for Education

- Ideogram is used to create and design visual content. It provides tools for generating images based on text descriptions, making it easier for users to visualize concepts and ideas. Ideogram (<https://ideogram.ai/>)

11. Evaluation and Quality Assurance

- The adoption of any generative AI tool in our school requires careful evaluation. We must assess the accuracy, relevance, and appropriateness of both the tool itself and the content it generates. These evaluations are critical to ensure that these technologies align with our educational objectives and uphold our commitment to providing quality education to our students.
- Evaluation of the security of any generative AI tool before using it. This includes reviewing the tool's security features, terms of service and data protection policies. This work will form part of the DPIA process.
- Data validity and accuracy are paramount; therefore, any discrepancies or inconsistencies found in AI-generated content should be diligently reported and rectified. The appropriateness of AI-generated content must also be assessed against our school's curriculum standards, ethical guidelines, and the diverse cultural and personal backgrounds of our students.

12. Data Privacy, Intellectual Property, Safeguarding and Data Security

Teachers and staff will comply with applicable laws, regulations, policies and guidelines governing Keeping Children Safe in Education, Intellectual Property, Copyright, Data Protection, GDPR and other relevant areas.

- Materials protected by copyright can only be used to train AI if there is permission from the copyright holder, or a statutory exception applies.
- Many free-to-access generative AI tools will use the inputs submitted by users to further train and refine their models. Some tools, largely paid tools, allow users to opt out of inputs being used to train the models.
- Examples of what may be deemed original creative work include:
 - essays, homework or any other materials written or drawn by a student – it is unlikely that multiple-choice questions responses will constitute copyright work

- lesson plans created by a teacher
- prompts entered into generative AI tools
- Teachers will not allow or cause intellectual property, including students' work, to be used to train Generative AI models **without appropriate** Parental consent, student permission or exemption to copyright.
- There will be no unauthorised use of copyrighted material or creation of content that infringes on the intellectual property of others.
- Staff will ensure all AI tools used will comply with age restrictions set by AI tools and open access LLMs
- Staff will prioritise the safeguarding of our students and their online safety and will not knowingly use any AI technology that puts their **safety** or **privacy** at risk.
- Staff will ensure no personal or sensitive data is input into AI systems, and adopt strict data protection practices.
- Regularly evaluate AI tools for security vulnerabilities and provide staff with training to identify potential threats such as deepfakes or phishing.
- AI-generated outputs containing sensitive information must be deleted in line with the Data Protection Act and GDPR.
- Communicate openly about how student data is collected, stored, and used by AI tools.

13. Recommended Reads

- Department of Education Generative Artificial Intelligence in education (Updated 22 January 2025) <https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>
- Back to school AI Guide 2024/25 by Daniel Fitzpatrick
- 80 Ways to use CHATCPT in the classroom by Stan Skrabut
- The AI Classroom: The Ultimate Guide to AI in Education by Daniel Fitzpatrick
- Infinite Education: The Four-Step Strategy for Leading Change in the Age of Artificial Intelligence by Daniel Fitzpatrick
- Joint guidance from 5 major organisations (including the Teacher Development Trust, the Association of School and College Leaders and the International Society for Technology in Education Sept 2023 : "[Understanding AI for School: tips for school leaders](#)".
- Department for Education January 2024 Generative AI in education Educator and expert views
- Department for Education (2023). "[The impact of AI on UK jobs and training](#)".
- Joint Council for Qualifications 2024 [AI-Use-in-Assessments Feb24 v6.pdf](#)
- UNESCO (2023). "[Guidance for generative AI in education and research](#)"
- Education Hazards of Generative AI www.cognitiveresonance.net
- The Information Commissioners Office has produced [Guidance on AI and Data Protection](#)