



KINGSTON GRAMMAR SCHOOL

FOUNDED 1561

STUDENT AI POLICY

1. Introduction

1.1. As with any technology, AI has the potential to provide you with a wealth of support in your learning journey, but it is equally capable of hindering your progress. Learning isn't always easy, and sometimes it requires an element of 'struggle' to unlock real understanding. AI should never be seen as a way of replacing or bypassing your own thinking. Nor should it ever try to replace what can be learnt from teachers and parents as well as your own peers. You must always remain in charge and responsible for your learning - AI should at most be a helpful 'copilot'.

2. AI Platforms

2.1. Although there are a range of different generative AI platforms available (ChatGPT, Copilot, Gemini, Claude etc.), it is important to understand how each of them might use and share any information you type into them. For that reason, KGS recommends that students should use Magic School AI for any of the tasks listed in the table further below. This platform is specifically designed for student use and does not share your data with other open AI training models. It also has a function to remove any personal data that you might accidentally share when using any of the tools. (Please note - this replaces previous guidance around the use of Microsoft Copilot as the KGS recommended platform. Unfortunately, Microsoft have placed an age restriction of 18+ on the Enterprise version of Copilot that provides enhanced data protection to users).

2.2. Nevertheless, although there are robust privacy and data protection measures in place within Magic School AI and across our school systems, you should never share any personal information online - your own or others - unless you are clear about who you are sharing it with. This not only includes information that could be used to directly identify you - e.g. name, address, telephone, email or school - but also wider details such as hobbies and interests or holiday destinations. Further details can be found in the Online



Safety Policy.

2.3. There may also be occasions where your teacher asks you to access an alternative educational AI platform to complete a class or homework task. Your teacher will have checked that this is an appropriate tool for you to use, and it will be included on a list of safe sites updated and monitored by the school.

2.4. To maximise the protection of yourself and others, you should only use these AI platforms through your school account.

3. Golden AI Rules

3.1. AI is a very powerful tool, and it has the potential to support you with your studies in a number of ways. Nevertheless, it is not perfect and there are some key limitations that you should be aware of each and every time you use it:

- **Interacting with AI takes practice:** Be clear and specific about what you need, so the AI can give you a better answer. The more details (prompts) you give it (eg. word length, style, level of detail etc.) the closer the output will be to what you want. If the first answer isn't what you hoped for, add or change some of your prompts and run it again.
- **AI is a supportive tool - not a replacement for your thinking:** See AI-generated content as something that can help assist you, but not the final solution. (See below for further details on when you should and shouldn't use AI).
- **Be open and honest about when you have used AI** - Looking at the table below, you will see that there are a number of tasks that you can perform with AI which are perfectly acceptable. Others are acceptable, but only if you acknowledge that it is not entirely your own work. Other uses are not acceptable (see below).
- **Monitor for bias and accuracy ('hallucinations'):** AI might occasionally produce biased, out of date or incorrect content. Always double-check important information.
- **Maths answers are not reliable:** Large Language Models (LLMs) can help you with step-by-step processes in Maths, but cannot calculate solutions accurately.



- **Protect Privacy:** Don't include any personal details like names and addresses, as well as other information that could be used to indirectly identify you or others.
- **Stay safe online:** AI tools have made it easier for some individuals to cause offence or harm to others, including the creation of deepfakes and employing different forms of exploitation. See section 6 below on AI & Online safety for more information.

4. When should I use AI?

Should I use AI to ...?	Acceptable or not?
Talk to an AI in a foreign language for extra practice	Yes - this is a creative and helpful way to use AI. Just bear in mind that some of the language idioms it uses might be different to those used by your teachers
Ask AI to provide suggestions for further reading around a topic	Yes - it will be able to give you plenty of ideas. You will need to give it some detailed prompts including your school year (age) and whether you want general information or something more detailed
Generate initial ideas on a topic or project	Yes - starting with a blank page can be daunting. Discussing ideas with others, including an AI chat bot, might give you some ideas that you might not otherwise have thought about. You can then explore and develop these ideas yourself
Dictate your ideas to an AI	Yes - AI can produce very accurate transcripts when you speak to it. You might sometimes find it easier to say your thoughts out loud to start with, and then see how they appear when written down. You can even ask the AI to then summarise what you've said to check whether you've captured the point you wanted to
Ask AI to explain a concept that you are finding difficult	Yes - AI is able to adapt explanations to suit different audiences. It is always helpful to go back over anything that you might not have understood in a lesson, and while your teachers can certainly do that with you, it might be more convenient to try it with AI as well
Ask AI to produce a summary of a longer text	Yes, but ... when you start a new topic, or are doing some independent research, it might be difficult at first to know which points are the important ones. While AI can do this very quickly, it is important that you check it hasn't missed anything, as well as understand why it has selected the points that it has. Providing effective summaries is a real skill, and you will need to ultimately master this yourself



Use AI to generate practice questions - for retrieval and consolidation	Yes, but ...although this is a good idea in principle, the AI might not ask questions in a format that your teacher uses and may focus on parts of the topic that are less relevant. You can of course ‘train’ the AI by giving it further prompts, but you could equally spend this time writing questions for yourself to try and answer
Use AI to produce images	It depends - if you are being assessed on your artistic abilities, then it is NOT appropriate to get AI to do the work for you. If you are using images to help illustrate your written explanations (eg. when creating a poster) ask your teacher if you can use AI generated images as well as online images
Write a first draft of any essay/answer, then ask AI to critique and give feedback so that you can produce a final version	It depends - drafting and redrafting your work can really help you to make ongoing progress and appreciate that you don’t always get it right first time. Getting feedback from anyone that you trust to review it is always very helpful - friends, family, teachers or AI. BUT - you should still put as much effort as possible into your first draft and not just wait for the feedback. You should also make sure you agree with each bit of feedback - the AI might not be assessing your work with the same criteria that your teacher might use
Ask AI to provide statistics or evidence to back up your arguments	It depends - although you can use generative AI in a very similar way to conducting any other internet research, it will not automatically tell you where the information comes from. AI can sometimes ‘hallucinate’ (get details wrong) so you need to double-check this for yourself. Ask the AI list the sources of information so you can check it and cite it appropriately.
Provide AI with some bullet points and then ask it to produce an extended answer or essay	<p>This is NOT acceptable in most cases. The skills that you need to develop in writing essays includes both selecting relevant information <i>as well as</i> being able to structure and express it in a clear and coherent way. Getting AI to do this for you will not enable you to perfect these key skills.</p> <p>Nevertheless, there may be occasions when you want to view an exemplar essay so you know what you are aiming for. AI <i>may</i> be able to produce this for you, but you should check with your teacher whether they think it is suitable.</p> <p>You should NEVER submit an essay/answer as your own work if it has been produced by AI</p>
Give an essay question to AI and make edits before submitting it to your teacher	This is NOT acceptable in most cases. Critiquing example answers and thinking about how to improve them can be a very helpful exercise, and one that many teachers will do with you. Nevertheless, if you then submit



	<p>a revised version of an AI produced essay, you are missing out on a number of key steps in the process, as noted above.</p> <p>You should NEVER submit an essay/answer as your own work if it has been produced by AI, even if you have changed it in some way.</p>
<p>Give an essay question to AI and then submit it as your own work.</p>	<p>This is NEVER acceptable. It is plagiarism and can result in significant consequences and sanctions - please see below.</p>

5. Academic Honesty & Plagiarism

5.1. It is often the case that if you are wondering whether something is acceptable or not, then it probably isn't, and you should avoid it. The school's Academic Honesty Policy highlights that any work submitted for assessment must be your own. If you have used any other sources to help create your work, then they should be appropriately referenced/cited.

Non-Examined Assessments (coursework, EPQ etc.)

5.2. JCQ - the body responsible for maintaining standards in examinations, gives explicit guidelines on the use of AI in producing NEAs. Although students are permitted to use generative AI for this purpose, **'they must acknowledge its use and show clearly how they have used it'**. This means that it must be cited appropriately in your references as for any other source eg. you must provide the name of the AI source and the date the content was generated.

5.3. Nevertheless, given that AI generated content does not itself provide source references and can sometimes hallucinate, it may result in your work being graded in a lower assessment band. It should therefore be used with caution.

6. AI and Online Safety

6.1. As with all technology, AI can be used for a range of positive and productive purposes, but it can also be used negatively and in a way that might cause offence or even harm to yourself or others. Some of the areas of concern that are particularly relevant to AI are:



6.2. Deepfakes

- Deepfakes are videos, picture or audio clips made with AI technology to look real. They can be used for fun, or even for scientific research, but sometimes they are used to impersonate people in order to deliberately mislead you or potentially harm you or other people.
- If you think you may be a victim of a deepfake, (e.g somebody has made an image of you) you must speak to a trusted adult immediately.
- If somebody has sent you something threatening or offensive, speak to a trusted adult and/or report directly to the platform you are using.
- You should never use AI to generate or alter an image of another person without their consent. You should never generate content designed to be offensive or which you think could cause offense.

6.3. Financially motivated Sexual Extortion (Sextortion)

- Individuals or criminal gangs may use AI to manipulate you into sending explicit images of yourself which they may then use to blackmail you into sending money, for example by threatening to send the image to your family and friends. They may make use of AI deepfake images to deceive you (i.e. pretending to be who they are not), or to generate fake offensive pictures of you.
- Be cautious of all online communications, people may not be who they say they are. Report anything that makes you feel uncomfortable and talk to a trusted adult.
- For further advice on sextortion refer to the Internet Watch Foundation and COOPs:

[Sextortion or online blackmail help for young people and children \(iwf.org.uk\)](https://www.iwf.org.uk)

[Financially motivated sexual extortion: NCA alert \(ceopeducation.co.uk\)](https://www.ceopeducation.co.uk)

6.4. Health/medical/wellbeing

- It is important to be aware that technology, despite its advances, still produces regular errors and misunderstandings and should not be relied on



for accuracy. In particular, students should exercise extreme caution if using these tools to answer questions about health / medical / wellbeing issues, or indeed anything of a personal nature. It is always best to seek help and recommendations as to reliable resources from a member of staff.

6.5. Screen Time and AI Interaction

- AI-driven platforms, including chatbots and games, can be highly engaging, leading to excessive screen time. It is important to balance your use of technology with offline activities. Additionally, be aware of the risk of developing an attachment to AI chatbots (e.g. Snapchat AI), which can appear very human-like. Excessive use of these can impact your social interactions and wellbeing.
- Be cautious of using chatbots as a replacement for real human interaction. Seek advice from a trusted adult if you feel you are spending excessive time interacting with AI.
- Take regular breaks from screens and prioritise interactions with friends and family offline to promote healthy real-world relationships.

7. Other relevant School Policies

- Student IT and Mobile Phone Acceptable Use Policy
- Student Device Policy
- Online Safety Policy
- Academic Honesty Policy