



THE CAMDEN
SCHOOL FOR GIRLS

Artificial Intelligence (AI) Policy



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1 PURPOSE

1.1 The purpose of this policy document is to establish guidelines for the ethical, secure and responsible use of Artificial Intelligence (AI) technologies in our school community. It is designed to provide a framework for the appropriate use of AI technologies while ensuring that students' privacy, security and ethical consideration are taken into account.

2 SCOPE

2.1 This policy document applies to all members of our school community, including students, teachers, administrative staff and other stakeholders who may use AI technologies in the school environment. It particularly covers, although is not limited to, generative AI technologies, such as large language models (LLMs).

2.2 The following stakeholders are involved in the implementation of this policy: school leadership, teachers, administrative staff, students, and parents/guardians.

3 POLICY STATEMENT

3.1 The school is committed to using AI technologies in an ethical, transparent and responsible manner. We acknowledge that AI technologies have the potential to significantly enhance student learning and engagement, but we also recognise the importance of protecting student privacy and ensuring that the use of these technologies is consistent with ethical considerations.

3.2 The use of AI technologies in school aligns with our mission to provide a high-quality education that prepares students for success in the 21st century. AI technologies have the potential to support personalised learning and help teachers identify areas where students need extra support. They can also support research and writing activities and provide opportunities for students to develop skills related to critical thinking, problem solving and digital literacy.

4 RESPONSIBILITIES

4.1 The following individuals and groups are responsible for the implementation and maintenance of the policy:

- School leadership: responsible for providing resources, guidance and support for the implementation of the policy.
- Teachers: responsible for implementing the policy in their classrooms, including providing instruction on the ethical and responsible use of AI technologies.
- Administrative staff: responsible for ensuring that AI technologies are used in compliance with the policy, including data privacy and security policies.
- Students: responsible for using AI technologies in an ethical and responsible manner, as outlined in this policy.
- Parents/Guardians: responsible for supporting their children's appropriate and ethical use of AI technologies in compliance with this policy.

5 ETHICAL CONSIDERATIONS, TRANSPARENCY AND ACCOUNTABILITY

5.1 CSG recognizes the potential benefits of integrating artificial intelligence (AI) technologies into the educational environment. This policy outlines the principles and guidelines for the responsible use of AI within the school community, in accordance with the standards set forth by the Joint Council for Qualifications (JCQ) and the Department for Education (DfE).

5.2 The school will communicate how AI technologies are being used, providing information about the purpose, functionality, and potential impact on students and staff. As outlined above there are clear lines of accountability for the use of AI technologies within the school to ensure proper oversight and decision-making.

5.3 There will always be human oversight and control over any AI systems, particularly in decision-making processes that may impact students' education. We will ensure that staff and students are adequately trained to understand and interpret the outputs of AI

technologies including its limitations and potential biases. We will regularly assess any AI systems for biases that may result in unfair treatment of certain individuals or groups, especially with regard to aspects like gender, ethnicity or socio-economic status.

6 DATA PRIVACY AND SECURITY

6.1 The school will adhere to data protection laws as outlined in our data protection policy to ensure the privacy and security of student and staff data. Any data collected through AI technologies will only be used for legitimate educational purposes.

6.2 Prior to the use of AI technologies involving data collection, informed consent will be obtained from students, parents, or legal guardians. The purpose, scope and implications of data usage will be clearly communicated.

7 ACCESS AND EQUITY

7.1 AI technologies implemented in school will be designed and used in a manner that promotes equity and inclusion.

7.2 Efforts will be made to ensure that AI technologies are accessible to all students, regardless of abilities or disabilities. The school will work towards removing barriers to access and providing necessary accommodations.

7.3 The deployment of AI technologies will be done in a manner that ensures equitable access to educational resources and opportunities for all students.

8 ACCEPTABLE USE

8.1 The school recognises the fundamental importance of student wellbeing and the safe use of the internet. Students should only use AI in a safe and responsible manner. Staff must educate students on the safe use of AI and the internet. The school's safeguarding and e-safety policies must be followed to ensure the safety and wellbeing of students.

8.2 Clear guidelines will be communicated for the acceptable use of AI technologies within the school. Users will be educated on responsible and ethical use.

8.3 The school prohibits the use of AI technologies for any activities that violate laws, regulations, or ethical standards. This includes but is not limited to cheating, plagiarism, and any form of academic dishonesty.

9 ACADEMIC INTEGRITY

9.1 AI can be used as an aid for academic purposes, such as research, homework, and assignments, where permitted by the teacher. However it is essential to note that students should not solely rely on AI to complete their work. The use of AI must be in line with

academic integrity guidelines as outlined in this policy and underpinned by the JCQ guidance (see link at 10.3). AI must not be used in exams, as this constitutes exam malpractice. Students must not use AI to answer exam questions or seek assistance during the exam. Staff should ensure that students are aware of this policy and the consequences of violating it.

9.2 The school is committed to upholding academic integrity. Students are prohibited from using AI technologies to engage in cheating or plagiarism. Clear consequences will be outlined for academic misconduct related to AI use.

9.3 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 misleading acknowledgment of AI tools.
- Submitting work with intentionally incomplete or misleading references of bibliographies.

9.4 Suspected breaches of academic integrity related to the use of AI technologies will be treated in line with our behaviour policy and / or examinations / non-examinations policies as appropriate. Any breaches of the policy will result in disciplinary action.

10 ASSESSMENT PROCESSES

10.1 As has always been the case, students 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.

10.2 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.

10.3 The school aligns with the JCQ guidelines *AI Use in Assessments: Protecting the Integrity of Qualifications*. The AI policy should be read in conjunction with this [document](#).

11 CITATION AND REFERENCING

11.1 It is essential that students reference the sources they have used when producing assessed work. Where students use AI for assessed work, they must acknowledge its use and show clearly how they have used it. Students and staff should be clear that AI-generated content is not subject to the same academic scrutiny as other published sources and

therefore they must exercise caution.

11.2 Where AI tools have been used as a source of information, a student's acknowledgement must show the name of the AI source and should show the date the content was generated. Further guidance regarding citation and referencing can be found in the JCQ guidelines highlighted above.

12 ACCURACY AND CREDIBILITY

12.1 Teachers and students should be aware that AI tools are still being developed and there are often limitations to their use, such as producing inaccurate, misleading or inappropriate content.

12.2 AI-generated information needs to be scrutinised for accuracy and credibility before it is used for educational purposes. Teachers will guide students in critically evaluating AI-generated information and understanding its limitations.

12.3 AI-generated content should be fact-checked using these specifics: the author of the source material, the website's or author's credentials, what the original source says and in what context, the reason why the information was shared, if there are biases present, how recent the information or study was published, and who else is citing the source.

13 PROFESSIONAL DEVELOPMENT

13.1 Staff will receive training on the use of AI technologies in education. Professional development opportunities will emphasise the ethical use of AI technologies, ensuring that educators are proficient in guiding students towards responsible AI usage.

13.2 We are committed to looking for opportunities to use AI which will bring about benefits for teachers and students. For example teachers may want to make use of AI to create and support lesson resources. We will explore ways to use AI to reduce workload.

14 COMMUNITY ENGAGEMENT

14.1 The school will engage with members of the school community to inform them about the use of AI technologies for educational purposes. As part of our regular surveys, feedback from students, parents and staff will be considered in the ongoing evaluation and development of AI use in school.

15 REVIEWING AND UPDATING THE POLICY

15.1 This AI policy is developed in compliance with the guidelines provided by the Joint Council for Qualifications (JCQ), the Department for Education (DfE) and Camden Learning.

15.2 The school is committed to regularly reviewing and updating this AI policy to align with emerging best practices, technological advancements, and changes in regulations.

15.3 The school will regularly assess the ethical implications of AI technologies and be prepared to make adjustments or discontinue the use of certain technologies if ethical concerns arise.

Appendix 1

Guidance for students: using AI tools responsibly within your academic work

The increasing availability of sophisticated writing tools, including AI-powered software like Grammarly, raises important questions about academic integrity. Academic integrity requires that your submitted work reflects your own thinking and writing. While it's acceptable to correct minor errors, relying on online software tools to rewrite, develop, or correct your ideas within assessments and assignments is not permitted.

This guide outlines acceptable and unacceptable uses of proofreading tools, specifically focusing on Grammarly Free and Grammarly Pro, which are versions of one of the most popular tools currently available for this purpose.

What you must not use proofreading or AI tools for

Whether assistance is provided by Grammarly (Free or Pro), or any other service or software tool, do not use them to:

- Rewrite or improve your arguments, explanations, or ideas.
- Generate new content or suggestions that alter the meaning or structure of your work.
- Translate work into or from a language you're being assessed on.
- Shorten your work specifically to meet a word count.
- Correct factual inaccuracies or enhance the content of your writing.
- Rewrite code in computing or programming assessments.
- Generate or rephrase sentences, expand ideas, or improve your arguments.

Other unacceptable uses of proofreading tools or other forms of Artificial Intelligence support

The following actions may seem like simple editing, but if undertaken through the use of Artificial Intelligence (AI), including Generative AI tools, they violate academic integrity and the school's AI policy:

Restructuring your assignment

- Reordering paragraphs, sections, or content to improve the structure, flow, or logic of your ideas.
- Suggestions like “move this section earlier” or “conclude with this argument” that affect how your ideas are developed.

Rewriting for tone or academic style

- Rewording content to sound more ‘academic’, ‘formal’, or ‘persuasive’.
- Changing your phrasing to match the conventions of your discipline or journal-style of writing.
- Applying a ‘tone’ filter (for example “make this sound more confident” or “make this more impactful”) that affects how your ideas are expressed.

Refining the logic or argument

- Asking to “make this argument clearer”, “strengthen this paragraph”, or “improve this explanation”.
- Receiving feedback that makes suggestions for improvement which are then copied or applied without your own critical engagement or rewriting.

Content-based summarising

- Using tools to summarise sections of your own work when that summary alters the original meaning or emphasis.
- Reducing repetition or refining transitions between ideas in ways that reshape your arguments and reasoning.

What is allowed – the safe zone

You may use Grammarly or similar tools to:

Fix spelling, punctuation, and basic grammar errors

- Correct words that sound the same but have different meaning (e.g. changing 'there' to 'their', 'compliment' to 'complement').
- Add or correct punctuation (e.g. changing a comma to a full stop in a run-on sentence).

Example: 'Photosynthesis is essential for plant life, it converts sunlight into energy the plant can use.'

Acceptable correction: 'Photosynthesis is essential for plant life. It converts sunlight into energy the plant can use.'

- Correct basic grammar issues such as verb tense or subject-verb agreement.

Example: 'She walk to school every day.'

Acceptable correction: 'She walks to school every day.'

Shorten long sentences or paragraphs (without changing meaning)

- Remove unnecessary words or phrases like 'really', 'very', 'basically', 'absolutely essential'.
- Replace wordy phrases with simpler alternatives.

Example: 'At the present time, scientists are studying the effects of climate change.'

Acceptable correction: 'Currently, scientists are studying the effects of climate change.'

Ensure writing adheres to standard English conventions

- Apply English spelling (e.g. 'colour', 'organise', 'centre'). Generative AI tools often use Americanised spelling by default so they may not apply English spelling consistently.
- Apply correct capitalisation for names, titles, and sentence openings.

Example: 'the civil war in England was a turning point.'

Acceptable correction: 'The Civil War in England was a turning point.'

- Maintain consistent use of verb tenses and pronouns.

Example: ‘The team of engineers were testing their equipment.’

Acceptable correction: ‘The team of engineers was testing its equipment.’

Check consistency in formatting and layout

- Ensure headings, subheadings, and titles follow a consistent visual style and hierarchy.
- Verify that page numbers are included and correctly ordered.
- Check that figure and table captions are numbered and labelled consistently.

Grammarly, and particularly Grammarly Pro, now offers advanced features that extend beyond basic grammar and style checks. You must not use these advanced features for assessed work.

Where to draw the line

Students often ask: “If I’m still choosing what to accept, is that okay?” The answer depends on what is being changed:

- Spelling, punctuation, and grammar: **Yes**.
- Flow, structure, argument, tone, clarity of reasoning: **No** (if done by someone or something else).

A reminder

Rewriting or editing of text with the purpose of improving arguments or contributing new arguments is not acceptable, whether undertaken by Generative AI or by any other means, and may be deemed to be plagiarism.

Key takeaway

While Grammarly can be a helpful tool, it is essential it is used responsibly and ethically within your academic studies. Your submitted work must reflect your own original thought and writing. When in doubt, always consult your tutor and / or teacher for guidance to ensure you are adhering to the school’s AI policy and so not risking being accused of plagiarism.