

Artificial Intelligence Policy

Pupil Policy



Introduction

AI is a powerful tool with the potential to transform education. It is already part of everyday life and will have a growing impact on society, on education and on the world of work in the coming years.

We aim to make the most of the opportunities provided by AI whilst also teaching pupils to be aware of its limitations and the risks associated with it. Creativity is one of the key themes in the school ethos and we endeavour to develop the use of AI as a creative tool and not as a substitute for creativity.

We recognise that AI poses threats to traditional models of teaching and assessment and understand the biases and inaccuracies that can arise from its use.

Purpose

This policy is to enable the **safe, fair and effective** use of AI that enhances teaching and learning while protecting **academic integrity, privacy, and skill development**. Human judgment remains the final authority.

Principles

1. **Human Judgment at the Centre:** Teachers know the courses and qualifications they deliver best. AI should only be used by pupils to enhance their comprehension and ability to learn. Submitted work must never be AI generated, or adapted from AI generation. If using AI to aid learning, and there is any doubt at all in the responses given, clarification should be sought from the class teacher, as would be the case if a pupil did not understand a concept during a class.
2. **Integrity:** Qualifications require the pupils own work. AI must never compromise assessment standards
3. **Transparency:** If AI has been used during the completion of work, this must be disclosed at the time of submission, with details of how it was used.
4. **Privacy & Security:** Do not input personal or sensitive information into AI tools. Do not generate any inappropriate/harmful content.
5. **Age Appropriate:** As these tools have age restrictions of 13+, and have the potential to de-skill via overuse, **Pupils in S2 or below will not be permitted to use AI tools for school work.** This is to comply with age restrictions set by the tools themselves, and to ensure pupils gain the skills necessary to carry them through the educational journey.

Scope

Applies to all devices, and any AI system (chatbots, image/audio generators, coding assistants, translation/summarisation tools).



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Pupil Use

- Each subject will have their own procedures to follow regarding SQA Qualifications, and **unless otherwise stated by the Class Teacher/Head of Department, AI use is not permitted.**
- Pupils should only use AI tools that are provided through their Class Teacher (Notebook LM, Custom Gems via Gemini) or that have been recommended/approved by their Class Teacher/Head of Department/Senior Management.
- AI is prone to “hallucinations” and can present inaccurate information. For SQA qualifications, they may also present information that, while accurate, is outside the scope of the qualification. Teachers will know if the use of AI within their subject is suitable.

Allowed Uses (with teacher permission and oversight)

- **Idea generation & planning:** brainstorming, outlines, test plans.
- **Revision & practice:** flashcards, summaries, question generation, guided learning modes
- **Feedback:** feedback given on question response, although pupils should be aware that teachers will be much more accurate in their feedback provided as they have more information on the course standards.
- **For Revision/Practice/Feedback:** Pupils must use tools provided by the school as these will be tailored to the subject/courses that are being studied, provided better sourced and more accurate responses. For example , Notebook LM, Gemini tools provided through Google Workspace.
- **Disclosure:** Include an **AI Use Note** in submitted work (e.g., “Used [tool] to generate practice questions; final text is my own.”).

Uses Not Allowed

- **Assessments:** Any use in **exams, coursework, or controlled assessments** unless explicitly permitted by SQA/school conditions.
- **Substitution for learning:** Submitting AI-generated text/ideas as one’s own.
- **Draft improvement:** Improving writing ability and to critically evaluate drafts in certain subjects is a vital skill for SQA work, and life beyond school and use of AI in this area has the potential to de-skill pupils in a vital area.
- **Spell Checking:** Pupils should not use AI to spell check work. This can lead work being changed by the tool inadvertently and may no longer resemble their own work. Pupils should continue to use the normal tools for spell checking their work.
- **Fabricated references or facts** produced by AI.
- **Personal/sensitive data** sharing (self, peers, staff) or uploading unredacted school materials to public AI tools.
- **Inappropriate/harmful content** generation.
- **Generation of UCAS/College applications:** The use of AI tools in the creation of an application/personal statement can be viewed as cheating and can affect the decision to offer a place or not. UCAS have said that “The personal statement is exactly that; personal. It is a chance to showcase your passion and research, and explain why you want to study this course”. The school is committed to assisting all pupils with applications to

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University/College/Jobs that will see them progress to successful destinations after their time at Wellington ends, and this method, utilising the skills and experience of the staff, offers pupils the best chance of success in their application.

AI & SQA Assessment

The following is taken from the SQA policy and relates directly to SQA assessments.

“The use of GenAI is only acceptable when it does not compromise (or attempt to compromise) the integrity of SQA course assessments or certification. Learners may use GenAI tools in the following situations:

- *when this does not undermine learners’ ability to demonstrate that they have the required knowledge, understanding and skills to meet the assessment standards of the qualification*
- *when the course or unit specifications explicitly allow such use.*

Before using GenAI tools, learners should discuss this with their teachers, lecturers or trainers to check that using GenAI will not undermine the achievement of their learning and assessment objectives.”

“Learners’ assessed work must reflect their own knowledge, skills and understanding, demonstrating independent competence. Inappropriate use of GenAI tools may undermine this and mean the learners’ assessed work fails to meet the marking criteria.

*Additionally, learners must not submit AI-generated outputs or ideas as their own for assessment tasks that contribute towards an SQA qualification. **Doing so would constitute malpractice and may result in awards being cancelled.**”*

“Learners and practitioners should consider the following points, which summarise SQA’s position:

- *GenAI can be used to support, and not replace, the development of skills, knowledge and understanding.*
- *GenAI should not be used if it compromises the integrity of SQA’s assessments or certification of qualifications.*
- *Learners should always check with their practitioners about using GenAI tools.*
- *Where the use of GenAI is permitted, its use must always be acknowledged.*
- *Use credible sources for citations: don’t use GenAI instead of authoritative and verifiable sources.*
- *Submitting GenAI outputs as a learner’s own work is considered malpractice.*
- *Beware of GenAI limitations, such as potential bias and hallucinations. 5*
- *Protect any personal and confidential data.*
- *Consider any age restrictions associated with the GenAI tool used.”*

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To mitigate issues relating to AI in SQA Assessments and Folio work, the following measures will be in place:

- All work directly relating to the creation of work for SQA assessment must be conducted on a device managed by the school (Chromebook, Laptop, Desktop)
- If work is permitted without the use of exam conditions, this must be conducted on a platform (Google Classroom or OneDrive) where version history can be monitored by the Class Teacher & Head of Department administering the assessment/coursework.
- If large chunks of work are copy/pasted into the assessment document from another source as identified via version history, this may be questioned by the Class Teacher/Head of Department/Academic Head. This may lead to the submitted work being invalid as per the previous bullet.
- If AI use is suspected, pupils will be asked to clearly explain the work produced in a meeting with the Class Teacher/Head of Department/Academic Head.
- If AI use is suspected the work may not be submitted to the SQA. This is to protect the pupil as submitting work in breach of the SQA's AI guidelines may result in the SQA withdrawing the grade of one or more of the qualifications being undertaken.
- Work undertaken during exam conditions will be unchanged as exam accounts are provided without online functionality, so there is no ability to access AI tools.

Sanctions

- Any pupils who misuse AI will in the first instance be referred to the relevant Department Head. Any further misuse and this will escalate to the relevant Year Head.
- Any misuse would be logged in a pupil support form
- Consistent, or Severe misuse, will be referred to members of the Senior Management Team
- Any malpractice identified as part of an SQA Assessment will be referred directly to the Assistant Head (Academic), and as outlined in the SQA policy may lead to awards being cancelled.

Disclaimer

Should pupils make use of AI tools for any of the permitted uses above, and sought and gained permission to do so from the relevant class teacher, they do so at their own discretion. Teachers have no input into the prompts used by pupils, or indeed the responses generated by these tools. As such, if these tools are used for revision purposes, **staff are not responsible for any misunderstandings that may result from the use of such tools.**

In departments where AI tools are deemed appropriate, pupils will be shown how to use these effectively and responsibly by the department in question, however, the onus for continuing to use these tools responsibly will be on the pupil.

Finally, there is no requirement to use any Generative AI tool for school work. Pupils will continue to be supported in their studies as they always have.