



Artificial Intelligence Policy 2025-2026

Author:

T. Robertson

Approved by the Board of Governors:

Date: Aug 2025

Date of next review:

Date: Aug 2026

**MORE
HOUSE
SCHOOL**

KNIGHTSBRIDGE

1. Introduction

Artificial Intelligence (AI) is transforming education by enabling new ways of learning, teaching, and working. At More House we recognise both the opportunities and challenges AI presents. This policy sets out how AI should be used responsibly, ethically, and effectively across our school community.

Our approved tools are currently:

- **Google Gemini** - for research, drafting, feedback, and productivity.
- **Notebook LM** - for personalised study, summarisation, and knowledge management.
- **ChatGPT** - the market leader for productivity tasks. No personal student or staff data should be input into ChatGPT.

It is expected that this list may change over time and the Deputy Head will keep an updated list that will be live in Appendix 1.

These tools are to be used in line with this policy, our Acceptable Use Policy, and the JCQ regulations on the use of AI in assessments.

Definition: In this policy, “AI tools” refers to any generative or machine learning system used to create, analyse, or process text, images, audio, or video.

2. Guiding Principles

- **Legal Compliance** - All AI use must comply with data protection, copyright, safeguarding, and assessment regulations.
 - **Transparency** - Any significant use of AI should be declared. AI-generated work must not be passed off as original student work.
 - **Academic Integrity** - AI is to support learning, not replace thinking. Students must demonstrate their own understanding.
 - **Inclusivity and Equity** - AI should support accessibility, reduce barriers, and provide personalised learning opportunities.
 - **Wellbeing** - We will use AI in ways that support, not undermine, staff and student wellbeing.
 - **Accountability** - Final responsibility for all work or decisions lies with the human student, teacher, or leader who uses AI.
 - **Safety & Bias Awareness** - All AI outputs must be treated critically; they may contain errors, stereotypes, or harmful assumptions.
 - **Continuous Improvement** - The policy will be reviewed annually to reflect technological, ethical, and educational developments.
-

3. Roles and Responsibilities

3.1 Senior Leadership Team (SLT)

- Ensure safe, ethical, and strategic use of AI across the school.
- Provide professional development on AI tools and pedagogy.
- Monitor compliance with JCQ and safeguarding regulations.

- Promote a culture where AI complements human expertise, creativity, and pastoral care.
- Approve any new AI tools before use.

3.2 Staff

- Use Gemini and Notebook LM to enhance pedagogy (e.g., generating practice questions, differentiating materials, drafting lesson resources).
- Model responsible AI use for students including how to use prompts appropriately (see Appendix 3).
- When using AI to mark work, write reports, or make judgements about student performance, this should always be done in conjunction with human judgement.
- Be transparent with students when AI has been used in preparing teaching materials or providing feedback.
- Check AI outputs for accuracy, bias, or inappropriate content before classroom use.
- Guide students on safe and ethical use, including how to acknowledge AI support.
- May use AI for drafting administrative documents, summarising information, or automating repetitive tasks - but all outputs must be checked for accuracy.
- **Must not input confidential data into AI tools.**
- **Must not use AI to make HR, financial, safeguarding, or admissions decisions.**
- Ensure any AI use aligns with GDPR and school data protection policies.

3.3 Students

Students are encouraged to use Gemini and Notebook LM responsibly to:

- Generate practice questions, summaries, or explanations to aid revision.
- Get feedback on their own drafts (after genuine effort).
- Explore new ideas and reading suggestions.
- Practise languages, creativity, and problem-solving.

Students must not:

- Use AI to generate work and present it as their own (plagiarism).
- Use AI during assessments unless explicitly permitted.
- **Input personal, sensitive, or confidential information.**
- Rely solely on AI without critical evaluation of accuracy and bias.

Students must:

- Clearly acknowledge significant use of AI in coursework or projects.
- Use AI as a study partner, not as a shortcut to avoid thinking.
- Check AI-generated content against teacher guidance and trusted sources.

Appendix 3, An AI guide for students, is present in all classrooms and discussed in assemblies.

4. Assessment and Academic Integrity

- Internal assessments are formative and designed to measure student understanding. AI should support preparation, not replace effort.
- External assessments (e.g. GCSE, A Level) follow JCQ guidance: unacknowledged AI use is malpractice and may lead to disqualification. If the student hasn't signed the declaration form, we will follow our malpractice policy. If the declaration form has already been signed, the incident will be reported to the awarding body.

- Teachers will design AI-resilient assessments that prioritise critical thinking and originality. Quizzes can be used with lock mode through Google Chromebooks.
 - If AI use has been suspected, teachers will look at the version history of the document and, with the support of IT, access Smoothwall records for the period of the assessment. Any inappropriate use of AI will result in 0 on the assessment and a Level 2 detention. Parents will be informed each time this occurs.
-

5. Data Protection and Safeguarding

- No staff or student should input personal data, safeguarding concerns, or confidential school information into AI systems.
 - The school will ensure compliance with GDPR and DfE guidance.
 - AI use will be monitored to protect against harmful or biased outputs.
-

6. Training and Development

- There will be termly training on AI use to ensure that the School is keeping up-to-date with a rapidly changing landscape.
- Student lessons on responsible AI use, focusing on academic honesty and digital literacy, will be given to Years 5-9. Older students will have additional assemblies on AI use, and good practice will be discussed regularly in lessons.
- A parents' information evening will be held to discuss best practice regarding AI use.

Appendix 1: List of approved AI tools.

Google Gemini (approved TR 18/08/25)

1. Product Overview

Google Gemini is a conversational generative AI tool that can assist with a wide range of tasks, including answering questions, brainstorming, summarizing long texts, drafting emails, and creating creative content. Unlike NotebookLM, which is specifically designed to work with your own uploaded files, Gemini is a broader tool that can access and process information from across the web. It can be used as a standalone application or integrated directly into other Google Workspace for Education apps like Docs and Gmail.

2. Data Privacy and Security

For educational institutions using a Google Workspace for Education account, Gemini offers a robust set of data protections. This is a critical distinction from the free, consumer version of Gemini. When used with a school account, Gemini's data handling is designed to be secure and private. Your data is not used to train or improve Gemini's generative AI models, and your conversations and uploaded content are not reviewed by human reviewers. This ensures that the data stays within your institution's secure environment. The service is covered under the Google Workspace for Education Terms of Service, which provides the same enterprise-grade security as other core Workspace services.

3. Age-Appropriate Features and Controls

Just as with other Google services, administrators have control over how Gemini is deployed in their school environment. Through the Google Workspace Admin console, IT administrators can manage which organisational units or user groups have access to Gemini. This allows schools to set a specific policy for different age groups, for example, by providing access only to students in high school. These controls allow for a responsible, phased approach to introducing the technology, ensuring it aligns with the school's established guidelines for digital tools and student safety.

Notebook LM (approved TR 18/08/25)

1. Product Overview

NotebookLM is a generative AI tool that acts as a powerful research and writing assistant, designed to help users synthesize information from their own uploaded documents. Unlike a general chatbot, NotebookLM is "grounded" in your personal content. When you upload files such as Google Docs, PDFs, or presentations, NotebookLM reads and understands them, allowing you to ask questions, create summaries, generate outlines, and brainstorm ideas based exclusively on your source material. This ensures that the information it provides is directly relevant to the documents you are working with.

2. Data Privacy and Security

When used within a Google Workspace for Education account, NotebookLM operates with a strong focus on data privacy and security, which is a key consideration for schools. The content you upload to NotebookLM and your interactions with it are protected by enterprise-grade data protections. This is a crucial distinction from consumer-grade AI tools. The documents and conversations are not used to train or improve Google's generative AI models, ensuring that sensitive or private information remains strictly within your school's domain. Furthermore, the content you and your users create is not reviewed

by human reviewers, and your school retains complete ownership and control of its data, just as with other Google Workspace services.

3. Age-Appropriate Features and Controls

NotebookLM's implementation within a school environment is managed through the Google Workspace Admin Console, giving your administrators full control over its use.

Administrators can specifically enable or disable access to the service for different groups of users, allowing for a controlled and phased rollout. Access to NotebookLM is typically restricted to users who are 18 and older, and your administrators can manage these settings to align with your school's specific policies and guidelines for student age groups. This level of administrative control helps ensure that the tool is introduced responsibly and in compliance with your district's requirements for digital tools.

ChatGPT (approved TR 18/08/25)

1. Product Overview

The free version of ChatGPT is a powerful conversational AI tool that can generate text, answer questions, and assist with creative tasks. It is an AI-powered chatbot that can be used for brainstorming, drafting essays, summarising complex topics, and a wide range of other tasks. Unlike a tool designed for education, such as NotebookLM, the free version of ChatGPT is a general-purpose AI designed for a broad audience.

2. Data Privacy and Security

The data handling practices of the free version of ChatGPT differ significantly from those of a managed service like Google Workspace for Education. When users interact with ChatGPT, their conversations and the data they input are typically used by OpenAI to improve their AI models. This means that any information entered, including student work or personal details, may be seen by human reviewers and used to train future versions of the AI. As this is a consumer-grade product, it does not come with the same enterprise-grade data protections that a school-managed service would, and is therefore not covered by the same privacy and security agreements as Google Workspace services. **No personal student or staff data should be input into ChatGPT.**

3. Age-Appropriate Features and Controls

The free version of ChatGPT is a publicly available consumer product without the administrative controls found in a school-managed service. Because it is not designed specifically for an educational environment, there are no built-in administrative tools for a school to manage user access, monitor usage, or enforce specific age-based restrictions. Access is controlled by the user and their own account, and the platform has its own terms of use regarding age. Without these administrative controls, schools have limited ability to manage its use by students.

Appendix 2 Writing a Gemini prompt

There are five prompt-writing building blocks. Remember them by thinking of the “parts” of a prompt: Persona, Aim, Recipients, Theme, and Structure.

1. Persona: Identify your role

Set context for your request by explaining who you are. Examples:

- I am a Maths Department Lead analysing resource gaps.
- I am a Spanish educator designing activities on cultural immersion.

2. Aim: State your objective

Start with a verb/command and enter context for the specific task. Examples:

- Brainstorm ideas for [enter context].
- Create an assessment on [enter context].

3. Recipients: Specify the audience

Include details about the intended audience for the output. Examples: The audience could be the school Governors, Year 10 students with at least four years of Spanish, or Maths educators.

4. Theme: Describe the style, tone, and any related parameters

Examples: Request the AI tool use a formal voice, write no more than 50 words, include pop culture references, and be enthusiastic.

5. Structure: Note the desired format of the output

Examples: Ask the AI tool to use bullet points, metaphors or analogies, sketches or graphs, quizzes or games, code, or even emojis.

Prompt example:

I am an expert Year 8 history educator in a UK school. Design an engaging classroom activity for Year 8 students about creating a collaborative digital timeline. The activity should incorporate storytelling and technology. The time allotment is 3-4 class periods (55 minutes each). Format this as an outline.

Appendix 3: An AI guide for students

Artificial Intelligence (AI) can be a really helpful tool for your learning, but it can also get in the way if it's used in the wrong way. The key thing to remember is that most of your school assessments (except final GCSEs, A-levels and BTEC exams or NEA) are designed to help you and your teachers see what you understand and where you can improve. That means the process of learning is more important than the final product. Before using AI, ask yourself:

Is this helping me learn, or am I letting it do the hard thinking for me?

If you're unsure, check with your teacher.

Example	Comments
Posing an essay question to an AI and then passing this off as your own work	This is plagiarism and is unacceptable.
Posing an essay question to an AI and making edits before submitting this to your teacher	This is still plagiarism (although better than the example above). In this case the majority of the hard thinking has been done by the AI so even if the product here is better than what you could have produced yourself, you are not gaining any information on how you might improve your work in the future.
Providing the AI with some bullet points to include and asking it to create an essay	Given the purpose of an essay assignment at school is to assess your ability to include relevant information and construct a coherent argument, outsourcing the hard thinking on the construction of the argument would not be an appropriate use of AI. In this case, you are better off submitting your bullet points to your teacher and seeking advice on essay structuring.
Ask AI to provide statistics or evidence to back up your arguments	Caution required here. AI can hallucinate and it is often difficult to find out where it is getting its information.
Using AI to rephrase or "polish" your own sentences	Helpful for clarity, but if you rely on it too heavily, it can mean you don't practise expressing ideas yourself. Needs transparency and moderation.
Write a first draft of an essay, ask AI to critique and give feedback, then rewrite the essay based on the feedback	This would be a good way to use AI but should be used with caution. Firstly, it is important you put sufficient effort into the first draft - it should be something you would be happy to hand in to your teacher. Secondly, you must be confident that the AI is assessing your work using the same criteria that your teacher would.
Asking an AI to translate a passage into English	This depends on the purpose. If this translation has been set by your French teacher to assess your understanding of French, then this would be unacceptable. If, on the other hand, you have come across a source of information in another language that you think might be helpful for a research project then this might be an acceptable use.

Asking AI to produce a summary of longer texts	This would be a good way to do some initial research, for example for EPQ or EE in the sixth form to find out whether the longer texts are appropriate. However, it is then really important you go back to the relevant documents to read in depth as the summary may have missed some of the subtleties of the argument.
Using AI to check grammar and spelling	This is fine – it's a bit like using spellcheck. Just make sure you also learn from the corrections so you improve your own writing. Ensure that you check that there aren't American English corrections.
Use AI to generate retrieval practice questions	This could be a good way to use AI but has the potential to lead you astray. You would need to be confident that the AI was asking questions on important information and that it hadn't made any factual errors. The time spent going back and forth with the AI and checking the questions might be better off spent elsewhere.
Using AI to create revision notes or flashcards	This can save time, but only if you check them carefully. Sometimes AI misses key points or includes mistakes. Make sure you understand every note you revise from – don't just memorise blindly.
Asking AI to explain a concept you are finding tricky	This would be a good way to interrogate your own understanding of a topic as you can have a conversation with the AI and ask it to elaborate or re-explain using different examples. However, it must be used with caution and you must always check your final understanding against other sources of information such as your teacher
Using AI as a dictation tool	This would be a really good way to use AI as speaking is usually quicker than typing. You could explain a concept to the AI and get it to produce a verbal transcript or a summary. If you don't understand the summary it produces, you probably don't have as good a grasp of the concept as you think.
Using AI for language practice (conversational prompts, vocabulary expansion)	You can hold conversations in another language, ask for vocabulary, or practise sentence structures. It's a brilliant way to get extra practice, as long as you remember that some phrases might not always be 100% accurate.
Use AI as a way of generating multiple different ideas	This would be a good way to use AI as it may come up with ideas that you wouldn't have thought of yourself. The important thing is that you then use your own knowledge and understanding, or other sources of information, to evaluate the different ideas.
Ask AI to provide some suggestions for further reading around a topic	This would be a good use of AI, particularly if you give it some detailed prompts.
Using AI for brainstorming project approaches	If you're stuck on how to start, AI can help you map out different ways of approaching a topic. But <i>you</i> need to choose the best approach and develop it further – AI shouldn't replace your planning, rather act as a thought

partner or sounding board.

