

AI Usage Policy



The Cottesloe School

Policy Type:	Non-Statutory
Reviewed by:	Mr S Clawson (Strategic Digital Lead), Mrs L Baldwin (Head of School), Mr M Watson (Link Governor) and Mr S Jones (Headteacher)
Date:	Summer Term 2026
Approved by:	Teaching and Learning - June 2026
Next review:	Summer Term 2027

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Introduction

The Cottesloe School recognizes the potential benefits of Artificial Intelligence (AI) as a tool to enhance learning and teaching. However, it is essential to use AI responsibly and ethically. This policy outlines the guidelines for the use of AI within the school community, aligning with the Joint Council for Qualifications (JCQ) regulations and the school's educational objectives. As AI develops The Cottesloe School will continue to review and develop staff understanding of these tools and technologies through professional development and collaboration.

1. AI and Student Work

1. JCQ Regulations:

All students must adhere to the JCQ regulations regarding the use of AI in coursework.

All coursework should be completed by the individual, adhering to exam board guidance on support and assistance from teacher and others, creating a piece that comprises their own unique responses to the task. AI tools must not be used to generate or complete coursework. Coursework includes, but is not limited to, all essays, projects, creative products, designs and NEA tasks set by examination boards, all mock and practice tasks and internal assessments.

Generation of coursework with AI, using generative AI tools would be considered plagiarism. Suspected plagiarism must be reported to the head of center and can be subject to investigation by the exam board. If plagiarism is confirmed students could be removed from a subject, all qualifications from the exam board or all qualifications in a series.

- 1.1. Students must acknowledge the use of AI tools if they are used for research or information gathering purposes.

Where an AI tool is used, for example to help summarise a piece of research that a student is using to inform their work, this must be acknowledged in the work. This should be clearly identified within the text and in references or a bibliography, as per any course specification guidelines. An example of this could be to cite a piece of text and note that AI was used to summarise it.

Any content used in this way cannot be credited and the student must make it clear what content is the result of AI and have used the result as a supporting material only. Content includes, but is not limited to, text, designs & products, images and audio content.

2. AI as a Learning Tool:

AI can be a powerful tool for learning, allowing students to understand, simplify or find more information on any topic or area of study. AI tools to support their learning may include:

- Language translation tools

These are tools that can help to understand concepts written in language other than their own. However, if the result of this is submitted as the student's own work this would be considered as a breach of this policy. An example of this could be to ask an AI tool to help translate a piece of research or a story written in another language.

- Text summarization tools

These are tools that can read a large body of text and help to reduce it to key points that are easier to understand. Any work resulting from the summarised text must be the student's own original work and the use of the tool should be acknowledged. For example a student may use this type of tool to summarise a news report on a particular event and use this to support a point in an essay.

- Accessibility tools for students with special educational needs

Students with SEN may find that AI tools can be used to read, summarise or explain content in a different way. If any AI tool is used to support in this manner it should be acknowledged in the work. AI tools can help to change the language used in text to something that is more accessible, for example.

2.2. The use of these tools must be transparent and not compromise the integrity of the student's work. Clear acknowledgement of the use of these tools is expected in any instance where AI has been employed in its production. The use of generative AI must be considered a support tool only, and should not be used to complete tasks and create submitted work.

2.3. Any use of AI to support learning must follow point 1 of this policy to ensure all relevant regulations are kept and to maintain academic integrity.

2. AI and Staff Workload

1. Administrative Tasks:

1.1 AI tools can be used to automate routine administrative tasks, such as:

- Grading multiple-choice assessment

AI can process text and a mark scheme and produce a result. However, this should be tested in full with known correct work before it is deployed on live student work. This process should not be used to mark coursework or any student work resulting in a formal grade for all or part of a course. As systems rely on specific input and instruction

staff should be aware that this can create a bias that may result in marks being inaccurate. Staff will be required to indicate where AI has been used in making decisions and what model was provided to support the AI tool in generating its output.

- Scheduling & planning classes

AI tools can be used to support the timetabling and scheduling of lessons, sequencing of tasks etc. Where this is used the output should be checked for accuracy and completeness before sharing or implementing.

Where classes are planned with the help of AI, teachers should ensure that correct attention is given to the department and school objectives and that the required content is included and delivered.

- Generating reports

Text generating AI tools can help to produce reports on data and results, summarise a collection of text records etc. This can be useful when compiling such output, but it should be noted that any data submitted to an AI tool would still be subject to The Cottesloe School GDPR policy. Personal data or sensitive student and staff information should not be submitted to third party AI tools under any circumstances.

- All AI generated work should be carefully checked for quality. While generative AI is rapidly advancing it is still new technology and therefore cannot be fully considered a replacement for human generated work. When selecting an AI tool care should be taken to ensure that it supports the tasks it is being used for. Staff should consider the support available for the product and aim to use only those that are well established, for example Google Gemini, ChatGPT or educational AI providers. Any new tools that require installs or copies of school data must be approved by The Cottesloe School IT manager and/or the Cottesloe School Data Manager.

2. Pedagogical Support:

2.1 AI tools can be used to support teaching and learning, such as:

- Personalised learning documents

PLCs and target sheets can be produced to support a student's progress within a topic or course or other aspect of learning. AI could be used to support teachers creating these using course materials and specifications. Where these are used the work should be checked

against specs and required content to ensure accuracy and coverage. Teachers should be aware of potential biases in AI-generated content and take steps to mitigate them.

- Intelligent tutoring systems

AI can be embedded into systems to support learning and revision. These tools should be evaluated to ensure that content is appropriate for the level of the student and the course being taught.

There are numerous ways to use AI to create revision materials and test questions to support tutoring and development of students' knowledge.

- Content creation tools

AI is built into many of our existing tools, helping create content for presentations etc. AI may be used to speed up this task or help improve the content generated. Accuracy and suitability of content for the subject matter and audience should be considered. All materials produced should be carefully checked before use.

AI is designed to support teachers in delivering content and assessing students' learning and progress. It is not intended to replace them. Teachers remain responsible for delivering quality first teaching and learning, with the importance of pedagogical skills and relationships with students being paramount. Any tools that include use of school data or local installs or additional software added to the Google environment should be reviewed and approved by school IT management and/or the school Data Manager.

3. Restrictions on AI Use

3.1 Academic Integrity:

3.11. AI tools must not be used to plagiarise or cheat.

Plagiarism is defined as using a tool to create a piece of work that is then submitted as the student's own.

3.12. Students must ensure that all work submitted is their own original work.

Students will be required to sign Candidate Authentication statements for each coursework task completed. All homework and other set work will be the student's own original work. Use of AI should be referenced and recorded as per the exam boards guidelines on candidate authentication statements.

4. Monitoring and Enforcement

The school will monitor the use of AI tools and take appropriate action to ensure compliance with this policy. Violations of this policy may result in disciplinary action.

This will be in line with the following policies:

- The Cottesloe School Digital Technology Acceptable Use Policy
- [The Cottesloe School Assessment and Feedback Policy](#)
- [The Cottesloe School Non Examination Assessment Policy](#)
- [The Cottesloe School Malpractice Policy](#)

5. Review and Update

This policy will be reviewed annually to ensure it remains relevant and effective in light of advancements in AI technology and changes in regulations.

By following these guidelines, The Cottesloe School aims to harness the power of AI to enhance the learning experience for all students while maintaining the highest standards of academic integrity.