

The Gryphon School

Use of Artificial Intelligence

Staff Policy



“We can only see a short distance ahead, but we can see plenty there that needs to be done.”
— Alan Turing, *Computing Machinery and Intelligence* (1950)

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Document title	Artificial Intelligence Staff Policy
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Version	1
Date approved	5 th March 2026
Approved by	LGB
Date of next review	March 2027

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Introduction

At The Gryphon School, we embrace the transformative potential of Artificial Intelligence (AI) to enhance teaching, learning, and administrative efficiency. Our vision, underpinned by the values of **Leadership, Integrity, Fellowship, and Exploration (LIFE)**, guides our approach to responsible and innovative AI use. This policy outlines how staff can safely and effectively leverage AI tools to support our students in experiencing 'living life in all its fullness'.

1. Governing Principles for AI Use (LIFE Values in Practice)

Our use of AI at The Gryphon School will be guided by:

- **Leadership:** Proactively exploring AI's benefits while ensuring ethical and responsible implementation.
- **Integrity:** Maintaining academic honesty, data privacy, and intellectual property rights at all times.
- **Fellowship:** Collaborating on best practices, sharing knowledge, and supporting each other in AI literacy through continuing professional development (CPD).
- **Exploration:** Encouraging thoughtful experimentation and continuous learning about AI's capabilities and limitations.

2. Knowledge, Guidance, and Policy Framework

The landscape of AI in education is rapidly evolving. The Gryphon School's approach aligns with national guidance to ensure responsible and lawful practice.

2.1 Department for Education (DfE) Guidance

The DfE views Generative AI as having "exciting opportunities to improve people's lives," including in public services like education. Key takeaways for schools include (DfE, "Generative artificial intelligence (AI) in education" guidance, June 2025):

- **Potential Benefits:** AI can support teachers by "reducing some of the administrative burdens" and helping them "focus on what they do best: teaching." Specific uses include creating educational resources, lesson and curriculum planning, tailored feedback and revision activities, and administrative tasks.
- **Safety First:** "Safety should be the top priority." Any use by staff or students must be "carefully considered and assessed, evaluating the benefits and risks."

- **No Replacement for Human Interaction:** "Technology, including generative AI, should not replace the valuable relationship between teachers and pupils."
- **Data and Copyright:** Schools "must not allow or cause students' original work to be used to train generative AI models unless they have permission, or an exception to copyright applies." Personal data should generally not be input into AI tools to ensure UK GDPR compliance.
- **Limitations:** AI tools can "hallucinate" (produce false or misleading information), reproduce bias, or mishandle sensitive data. Human oversight is always crucial.

2.2 Joint Council for Qualifications (JCQ) Regulations

For all formal assessments, the JCQ regulations are paramount (JCQ, "AI Use in Assessments Guidance for Students," latest version):

- **Authenticity:** "All work submitted for qualification assessments must be the students' own."
- **Malpractice:** "Students who misuse AI such that the work they submit for assessment is not their own will have committed malpractice."
- **Teacher Responsibility:** Teachers "must only accept work for assessment which they consider to be the students' own in line with JCQ regulations." Where doubts arise, teachers "must investigate and take appropriate action." For further information and guidance see **Teaching and Learning** and **Assessment** policies: [Policies & Documents: Information - The Gryphon School: Sherborne](#).
- **Acknowledgement:** If students use AI as a source, they "must acknowledge its use and show clearly how [they] have used it." This includes the AI source name, date generated, and retaining a copy of the prompt and AI-generated content.

3. Top Tips for Teachers: How to Use AI Effectively

AI can be a powerful assistant, freeing up time and enhancing teaching practice.

- **Lesson Planning & Resource Creation:**
 - Generate lesson ideas, objectives, starters, plenaries.
 - Create differentiated materials for various ability levels or SEND/EAL students.
 - Develop quiz questions, revision activities, or model answers.
 - Summarise complex texts for specific reading ages.
 - Draft emails to parents or administrative letters.

- **Personalised Feedback & Differentiation:**
 - Use AI to suggest areas for student improvement or generate tailored practice questions.
 - Create rubrics for marking specific tasks.
- **Brainstorming & Idea Generation:**
 - Overcome writer's block when creating schemes of work, presentation outlines, or essay prompts.
 - Explore different perspectives on a topic.
- **Research & Summarisation:**
 - Quickly summarise lengthy articles or reports to extract key information.
 - *Always* verify information generated by AI with reliable sources.

4. Examples of AI Tools and Ways to Use Them

- **General Purpose AI (LLMs):**
 - **ChatGPT, Google Gemini, Microsoft Copilot:** Useful for drafting text, summarising, brainstorming, generating ideas for lesson activities, or explaining complex concepts.
 - *Usage Tip:* Use clear, specific prompts. Treat them as a highly knowledgeable, but sometimes unreliable, junior assistant.
- **Education-Specific AI Tools:**
 - **MagicSchool AI / Eduaide:** Designed for teachers to rapidly generate lesson plans, differentiated materials, quizzes, and rubrics.
 - **Brisk Teaching (Google Chrome Browser Extension):** Helps generate quizzes, lesson plans, guided notes from web content or documents, and offers custom AI learning activities for students.
 - **Canva Magic Write:** Aids in creating engaging presentations, infographics, and visual learning resources.
 - **Gradescope:** Can assist with consistent and objective grading of assignments, reducing workload.
 - **Diffit:** Quickly adapts existing materials for any reader and generates 'just right' resources.

A full list of school approved AI tools for teachers will be available and regularly updated on the Staff Portal Digital Learning page: [Artificial Intelligence](#)

5. Dispelling AI Myths

- **Myth 1: AI will replace teachers.**
 - **Reality:** AI is a tool to **augment** and assist teachers, not replace them. The human element of teaching – empathy, critical thinking, pastoral care, and building relationships – remains irreplaceable.
- **Myth 2: AI is always accurate and unbiased.**
 - **Reality:** AI models learn from vast datasets, which can contain biases. They can also "hallucinate" or provide incorrect information with high confidence. Critical evaluation of AI output is *always* necessary.
- **Myth 3: AI can definitively detect AI-generated work.**
 - **Reality:** While AI detection tools exist (e.g., Grammarly, Scribbr), they are not 100% accurate. They look for patterns, but can flag human-written text as AI-generated and vice-versa. They should be used as one indicator among others, not as conclusive proof.

6. How NOT to Use AI

To maintain academic integrity and ensure safety:

- **Do NOT use AI to:**
 - **Generate student grades or assessments without thorough human review and override.** AI should inform, not dictate, assessment decisions.
 - **Input sensitive personal student data (e.g., names, grades, SEN information, behaviour data) into public AI models.** Always adhere to UK GDPR and school data protection policies.
 - **Generate inappropriate, offensive, or biased content.** Report any such occurrences via the 'Low level concern' form on the Staff Portal home screen.
 - **Claim AI-generated work as your own** in professional contexts (e.g., for presentations, reports, or publications without proper attribution if required by your role).
 - **Bypass or undermine assessment integrity.** This includes using AI to pre-empt exam questions or provide solutions to live assessments.
 - **Rely on AI outputs without critical review.** Always fact-check and verify information.

7. How to Identify Potential Student AI Use

While AI detectors are not foolproof, a combination of observations and pedagogical approaches can help:

- **Inconsistent Writing Style:** A sudden improvement in quality, vocabulary, or sentence structure that doesn't align with the student's usual work.
- **Generic or Robotic Language:** Text that is technically correct but lacks genuine insight, personal voice, or specific examples.
- **Lack of Understanding on Questioning:** If a student cannot explain the content of their submission, elaborate on specific points, or justify their arguments when prompted verbally.
- **Perfect Grammar and Structure:** For a student who typically struggles with these areas, unusually flawless work might be a red flag.
- **Unusual Vocabulary:** Use of overly complex or academic language that seems out of place for the student's age or typical style.
- **Lack of Referencing/Misleading References:** AI may "hallucinate" non-existent sources or present information without proper citations.
- **Rapid Production of Work:** Submitting substantial work in an unusually short timeframe.
- **Focus on Process over Product:** Design tasks that require critical thinking, personal reflection, primary research, or real-world application, which are harder for AI to replicate authentically.
- **In-Class Scaffolding & Drafting:** Require students to show their thinking process, submit drafts, or complete parts of the work in supervised settings.

8. What to Do If Students Have Used AI Inappropriately

Our primary goal is to educate and foster responsible digital citizenship, while upholding academic integrity.

- **For Normal Schoolwork (e.g., homework, class assignments):**
 - **Warning & Discussion:** If you suspect inappropriate AI use (e.g., submitting AI-generated text as their own without significant transformation or acknowledgement), discuss it directly with the student. Explain *why* it's problematic (it hinders their learning, prevents you from assessing their true understanding).
 - **Education:** Guide them on *appropriate* uses of AI as a learning tool (e.g., for brainstorming, summarising, generating ideas, checking grammar, revision).

- **Opportunity to Redo:** Give the student the opportunity to redo the work, emphasising that it must be their own original thought and expression. This provides a learning opportunity.
 - **Inform Parents:** For repeated instances or significant concerns, inform parents/carers.
 - **Record an incident on Arbor MIS:** This will enable appropriate tracking and monitoring of students AI use.
- **For GCSE / A Level Coursework and Other Formal Assessments (including controlled assessments, NEA, extended projects):**
 - **Zero Tolerance for Malpractice:** Any unacknowledged or inappropriate use of AI that results in work not being the student's own is considered **malpractice** as per JCQ regulations.
 - **Immediate Action:**
 1. **Do NOT** mark the work.
 2. Gather evidence (e.g., student's submission, your observations, any AI detection tool reports – noting their limitations).
 3. **Refer the matter immediately to the Head of Year and/or Examinations Officer.** They will follow The Gryphon School's formal malpractice procedures, which align with JCQ guidelines.
 - **Potential Consequences:** Consequences for malpractice are severe and can include:
 - Disqualification from the specific component or the entire qualification.
 - Debarment from taking future qualifications.
 - The student's achievement in the qualification will not accurately reflect their own work.

This policy is a living document and will be reviewed regularly to adapt to the rapid advancements in AI technology and evolving national guidance. We encourage all staff to engage with this policy and contribute to a culture of responsible and innovative AI use at The Gryphon School.

We also encourage staff to watch this video which details how to stay safe and keep students information safe whilst using AI: [Protecting children's privacy when using Artificial Intelligence](#)