

Assistive Technology Policy

This document sets out Silcoates' position on the use of generative artificial intelligence (AI), including large language models (LLMs) like ChatGPT or Google Gemini. Generative AI refers to technology that can be used to create new content based on large volumes of data that models have been trained on from a variety of works and other sources. ChatGPT and Google Gemini are generative artificial intelligence (AI) tools built on large language models (LLMs). Tools such as ChatGPT and Google Gemini can answer questions, complete written tasks and respond to prompts in a human-like way. Other forms of generative AI can produce audio, code, images, text, simulations and videos.

AI technology is not new and we already use it in everyday life for email spam filtering, media recommendation systems, navigation apps and online chatbots. However, recent advances in technology mean that we can now use tools such as ChatGPT and Google Gemini to produce AI-generated content. This creates opportunities and challenges for the education sector.

Teacher workload is an important issue and we are committed to helping teachers spend less time on non-pupil facing activities. Generative AI tools can make certain written tasks quicker and easier but cannot replace the judgement and deep subject knowledge of a human expert. It is more important than ever that our education system ensures pupils acquire knowledge, expertise and intellectual capability.

Generative AI tools can produce unreliable information, therefore any content produced requires professional judgement to check for appropriateness and accuracy. Whatever tools or resources are used to produce plans, policies or documents, the quality and content of the final document remains the professional responsibility of the person who produced it and therefore represent the high standards expected from Silcoates.

Silcoates is aware of the inherent risks of AI and the following key considerations are built into this policy and other linking policies including our exam policies, GDPR policies and Staff and Student IT policies. All staff and students must:

- Protect personal and special category data in accordance with data protection legislation.
- Not allow or cause intellectual property, including pupils' work, to be used to train generative AI models, without appropriate consent or exemption to copyright.
- Review and strengthen cybersecurity as generative AI could increase the sophistication and credibility of attacks.
- Ensure that children and young people are not accessing or creating harmful or inappropriate content online, including through generative AI (for further guidance please see our safeguarding policies).
- Refer to the filtering and monitoring standard to ensure the appropriate systems are in place.



- Must not use generative AI to create malicious or damaging code, that could be used to infect or compromise the school network, or any other device.

Teaching and Learning / Professional Development Implications

Silcoates understands the importance of training on AI for both students and staff and fostering a transparent AI environment where the advantages and disadvantages of AI are openly discussed. Senior leaders will keep up to date with emerging technologies and use it to inform policy-making and practice within school. Silcoates staff must be aware of the ethical, privacy and security issues of using AI and understand how use of AI compromises the security of personal data.

To ensure the integrity of our students' work and to avoid copyright infringement, student work must not be used to train AI tools and therefore AI marking tools must not be used.

Teachers at Silcoates must view AI technologies as complementary tools rather than relying on them as a substitute for traditional teaching methods. Teachers must take care to investigate what happens to their data if using an AI tool. For example AI tools creating a Google form may give access to all the data in your google drive. Technology is an aid, not an authority. In all instances of conflict between AI-generated output and human professional judgment, the human judgment of Silcoates staff shall prevail as the final authority

At Silcoates school Google Gemini is available for staff to use within the Google suite of applications. When accessed through official Silcoates school accounts, Gemini operates within our protected Google Workspace environment, providing data protection. This means that, unlike the consumer version of the tool, prompts and responses are not used to train Google's underlying AI models, nor are they reviewed by human contractors.

Staff must adhere to the following when using Silcoates' Gemini:

- **Sign-in Requirement:** You must ensure you are signed in to your official @silcoates.org.uk account; never use personal accounts for school-related tasks.
- **Data Integrity:** staff should still avoid entering "Special Category" personal data (as defined by GDPR) unnecessarily.
- **Human Oversight:** Content generated by Gemini remains the professional responsibility of the staff member. You must fact-check all outputs, as AI can still produce "hallucinations" or biased information despite the secure connection.
- **Pedagogical Use:** Gemini should be used to augment administrative efficiency and lesson planning, but it must not be used for the direct marking or formal assessment of student work, in line with our commitment to human-led feedback.

Data Privacy and Security

AI technologies rely on vast amounts of data, which raises concerns about privacy and security if the data is not adequately protected. Silcoates staff must ensure that any data used in training or testing the technology is de-identified, and that appropriate security measures are in place to prevent unauthorised access or use of data.



Silcoates staff should not give out the school's information to any AI programme. This includes use of the school's name, staff or student names, or any other sensitive or private information. Personal Silcoates email addresses can only be used to sign up to AI tools if the tool has been checked in line with our Data Protection Impact Assessment (DPIA) procedures

Teachers must not allow or cause pupils' original work to be used to train generative AI models unless they have appropriate consent or exemption to copyright. Consent would need to be from the student if over 18, and from their parent or legal guardian if under 18.

Where available, settings should be changed to ensure that data entered is not used to train generative AI models. For example, when using ChatGPT, chat history and training should be disabled in the website or app settings. This may have to be set on every device/browser that is being used and it is the responsibility of all staff and students to check that this is disabled whenever ChatGPT or any other AI technology is used.

Student Use of AI

Silcoates distinguishes between **Assistive AI**, **Generative AI** and **Agentic AI** to ensure that students with diverse learning needs are supported without compromising academic integrity.

- **Assistive AI** refers to "task-specific" tools designed to enhance accessibility or refine existing work. These include screen readers, speech-to-text software, and standard grammar/spell-checkers (e.g., the basic functions of Grammarly or Microsoft Editor). These tools are generally permitted to support fluency and accessibility.
- **Generative AI** refers to "content-creating" tools, such as ChatGPT, Google Gemini, or Grammarly's "Rewrite" features, which produce new text, ideas, or structure based on a prompt.
- **Agentic AI** refers to autonomous systems that pursue complex goals, plan multi-step tasks, and act independently using tools with limited human oversight. Unlike generative AI, which creates content, agentic AI uses Large Language Models (LLMs) to reason and execute workflows across software and systems.

While Assistive AI supports the delivery of a student's own thoughts, Generative AI takes over the creation of the thoughts themselves. Students are cautioned that many modern tools now bundle both features; using an authorized assistive tool to "rewrite," "summarize," or "generate" original content without explicit teacher permission will be treated as a breach of this policy.



Agentic AI takes this a few steps further, where agents are assigned an objective and take the necessary steps to achieve it. Unlike Generative AI, which is reactive, Agentic AI is proactive, semi- or fully autonomous and takes action to solve a problem, learning as it goes along.

Homework and classwork completed by students should be their own work in line with our rules on plagiarism. Students can use assistive AI to support their own study as long as they follow the terms and conditions of any tool; particularly ChatGPT where you must be over 13 and have parental permission to create an account. Work suspected of utilising AI that is not indicated/ referenced by the student will be investigated and students will face the appropriate sanctions outlined in our behaviour policy. AI can be identified by repetitive language, lack of depth or personality, incorrect or outdated information and as a level of writing or knowledge which does not match that of the student. We may also use AI content or plagiarism detection tools such as GPTZero or Copyleaks as required. AI detection software results will never be the *sole* basis for a malpractice charge, but rather used in conjunction with a teachers' professional judgement and a conversation to verify student knowledge.

As detailed below, use of AI in non-examined assessments (NEA's) is subject to JCQ regulations and students must follow their teacher's advice for each piece of work. This includes the use of AI being referenced correctly if applicable. If AI tools have been used as a source of information, student acknowledgement must show: the name of the AI source, the date the content was generated and the student must retain a copy of the question asked and the computer generated answer for authentication purposes e.g. in a screenshot with a brief explanation of how it has been used.

AI is inherently biased and information output can be incorrect. It is therefore unreliable as a generative tool and its use in student work could have a detrimental effect to their understanding of a topic. Students should understand that AI will 'hallucinate' - making up incorrect information if it doesn't have the answer. AI also penalises non-native English speakers and can create false positives or negatives.

There are situations where AI is forbidden and these will be made clear e.g. by expecting offline work or under exam conditions.

Exam Implications

Silcoates School has robust processes in place to prevent and identify malpractice in examinations and assessments. Staff involved in the delivery of examinations and assessments understand the requirements for conducting these in accordance with the relevant Joint Council for Qualifications (JCQ) regulations. The JCQ publication 'AI Use in Assessments: Protecting the Integrity of Qualifications' is specifically referred to.



Student work submitted for assessment must be in their own words and not copied or paraphrased from another source such as an AI tool and must reflect their own independent work. Students must demonstrate their own knowledge, skills and understanding as required for the qualification in question and set out in the qualification specification. This includes demonstrating their performance in relation to the assessment objectives for the subject relevant to the question/s or other tasks students have been set.

Candidates must sign a declaration, authenticating their work when submitted final drafts for internal assessment.

Please also see our examinations policies – ‘Exams: Malpractice’ and ‘Exams: Non-Exam Assessment’ which refer to candidate use of AI.

Curriculum Planning to Include Generative AI

Silcoates provides a knowledge-rich curriculum which allows students to become well-informed users of technology and understand its impact on society. Strong foundational knowledge ensures students are developing the right skills to make best use of generative AI. We prepare students for changing workplaces and teach students how to use emerging technologies, such as generative AI, safely and appropriately. This includes teaching the limitations, reliability, and potential bias of generative AI as well as online safety to protect against harmful or misleading content.

In PSHE and the tutor programme students explore the ethical dilemmas that exist around AI technologies including the boundaries between plagiarism and inspiration and appropriate situations for seeking help from AI. The legal responsibilities of AI are covered.

The School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School’s Equal Opportunity Policy document.

Reviewed by:

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Mr Michael Collinson - Network Manager
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June 2027



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