# The Lyceum AI &
# Academic Integrity Policy

**Overview**

The Lyceum is committed to maintaining academic integrity while integrating Artificial Intelligence (AI) into teaching and learning. AI provides opportunities for innovation, personalisation, and efficiency in education. However, its use must be ethical, transparent, and aligned with academic integrity principles and applicable regulations.

This policy ensures that students, teachers, and parents understand the responsible use of AI in academic work, preventing plagiarism, misinformation, and unethical practices. It aligns with:

- **The EU AI Act (where applicable)**
- **General Data Protection Regulation (GDPR)**
- **Examination Board Academic Integrity Guidelines (e.g., IBO, CAIE, Pearson Edexcel, AQA)**
- **National child protection laws and anti-discrimination regulations (e.g. KCSIE 2025)**
- **UNESCO AI Literacy Guidance**
- **JCQ: AI Use in Assessments: Protecting the Integrity of Qualification**
- **JCQ General Regulations for Approved Centres**
- **JCQ Suspected Malpractice: Policies and Procedures**
- **DFE Policy Paper: Generative artificial intelligence (AI) in education (Updated Jan 25)**

**Purpose and Scope**

**Purpose**

This policy aims to provide clear expectations on how AI may be used in student work, ensuring that learning remains authentic, ethical, and reflective of a student's own understanding. It aims to avoid malpractice in securing recognised qualifications, whilst guiding school leaders, teachers and parents on the appropriate use of AI in learning. It must be read in concert with other applicable setting policies, for example (non-exhaustive list)

- Teaching and Learning Policy
- Assessment policy
- Exams Policy
- Behaviour Policy
- Responsible Use of Technology Agreement

**Scope**

This policy applies to:

- **School leaders:** Adapting policies and procedures and considering training programmes to accommodate recommendations on AI.
- **Pupils**: Understanding what is allowed and how to use AI responsibly in coursework (including in Non-Examined Assessments or NEAs).
- **Teachers**: Providing guidance on AI use while ensuring fairness, appropriate use and academic integrity.
- **Parents/Guardians**: Supporting students in ethical AI use at home.
- **Examinations & Assessments**: Ensuring AI does not compromise academic standards.

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**Key Principles of AI Use in Academic Work**

- **Transparency**: Students must disclose any use of AI in their academic work.
- **Academic Integrity**: AI must support learning, not replace independent thought.
- **Responsible AI Use in Research and Writing**: AI-generated research summaries should be cross-checked with academic sources. Students should consult library databases, peer-reviewed journals, and official sources alongside AI tools.
- **Privacy and Data Protection**: Only school-approved AI tools should be used to ensure compliance with privacy laws (GDPR, etc). AI platforms must have clear data handling policies before being used in academic settings.
- **Proper Attribution**: AI-generated content must be cited correctly, just like any source.
- **Critical Thinking**: Students must verify AI-generated information before using it.
- **Compliance with Examination Boards**: AI use must align with formal academic assessment policies and regulations.

**Acceptable Use of AI in Pupil Work**

AI may be used for **certain academic tasks**, but always with **transparency, proper citation, and explicit permission from the relevant teacher**. The following tiered approach may help settings consider appropriate use for a particular activity, lesson or sequence of learning. For most activities, Tier 1 or 2 will be appropriate. Tier 2 is the default although clear guidance is always necessary. Leon Furze's AI Assessment scale 1-4 for more details.

| Tier | AI Use | Descriptor | Example |
|---|---|---|---|
| 4 | AI-Empowered | Pupils use AI explicitly to create work. | AI is an integral aspect of the learning process. |
| 3 | AI-Enhanced | Pupils improve work using AI | AI can be used to give feedback on student made work. AI is used for sentence level edits |
| 2 | AI-Assisted | Pupils use AI to assist their learning in a limited way | Grammar checkers and translators can be used for individual words. AI can be used to search and summarise key texts and brainstorm ideas. |
| 1 | AI-Prohibited | Pupils' use of AI is not allowed | No AI, not even spelling or grammar checkers. |

**AI Use Tiers (Figure 1)**

**AI Can Be Used For**

- **Brainstorming and Research Support**: Using AI to generate ideas, summarise sources, or provide an overview of a topic.
- **Grammar and Style Checking**: AI tools like Grammarly or spell-checkers may be used for proofreading and improving writing clarity.
- **Language Translation**: AI may assist in translation, but students must ensure they understand and rephrase content in their own words.
- **Coding Assistance**: AI may support debugging or improving coding logic, but students must write and understand their own code its functionality
- Many other tasks and activities, as directed appropriately by teachers.
- **Data Analysis**: Using AI tools to analyse trends and patterns in datasets.

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- **Creative Work:** Using AI to generate inspiration for stories, art, or music.
- **Problem Solving & Math:** Using AI tools for step-by-step explanations in problem-solving, not entering homework questions into AI to get direct answers without learning the process

**AI Use That Requires Caution**

- **Using AI-generated text as a study aid**: AI responses may contain errors, bias, or outdated information. Students must verify sources and consult teachers when in doubt.
- **Quoting AI-generated content**: AI outputs should be treated like any source and cited properly.
- **Generating images or creative content**: AI-generated art, music, or videos must be credited and should not be presented as entirely original work.
- **Misinformation & Hallucinations:** AI can generate **factually incorrect or misleading information**. AI models do not always cite sources accurately and may fabricate citations. Students must **cross-check AI-generated information** with trusted sources (books, academic journals, government websites) and should **not use AI-generated citations** without verifying them.
- **Over-Reliance on AI for Coding:** AI-generated code may contain security vulnerabilities or errors. Students must use AI to debug, suggest improvements, or explain code, but write original programs. They must manually review AI-generated code for security issues and correctness.
- **AI Bias & Unfair Recommendations:** AI can reflect biases from its training data, leading to discrimination or inaccuracies. Some AI tools may favour certain demographics, opinions, or perspectives. Students must use AI as a guide, not the final decision- maker. Students should be **critical thinkers.**

**AI Is Not Allowed For**

- **Submitting AI-generated work as a pupil's own**: AI cannot be used to write essays, reports, or coursework without student input.
- **AI-generated answers in assessments or exams**: AI cannot be used for any exam responses, quizzes, or assignments meant to measure student knowledge.
- **Plagiarism or fabricating sources**: AI should not be used to create fake citations, references, or false information.
- **Fully automated translation for graded language assignments**: Students must demonstrate their own language skills.
- **Sharing Personal Information (PII) with AI:** Students should not reveal names, addresses, or private school data
- **Creating work submitted for assessment under JCQ regulations.** The guidance from JCQ is clear on this point: "teachers and assessors must only accept work for qualification assessments which is the students' own"

Violations of these rules will be considered academic dishonesty and may result in actions under settings' behaviour policies and assessment / examinations policies.

**Citing AI Use in Academic Work**

Pupils must properly acknowledge any AI use in their work.
AI can be used to gather preliminary information and support the initial stages of research. This includes using AI tools to identify relevant sources, summarise information, and generate ideas.
However:

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- **All AI use must be acknowledged** in student work, including the specific tool, version, and date used.
- AI **must not replace independent analysis**: students must critically engage with any AI-generated content.
- AI-generated **quotations must be limited** (e.g., two or three sentences, approximately 50 words) and must be properly cited.
- Any AI-assisted **coding or problem-solving must be reviewed** by the student, ensuring understanding.

For pupils to appropriately cite AI use will require significant, settings may consider appropriate opportunities for teaching this skill.

**How to Cite AI-Generated Content**
A citation should include:
- The AI tool or LLM used (e.g., ChatGPT, Gemini, Claude, DeepSeek, 01.AI).
- The date of use.
- The specific prompt or question that generated the response.
- A note that the AI output was reviewed and evaluated by the student.
- The year of the AI-generated response
- The version or model of the AI tool used
- The retrieval date (if AI-generated content changes over time)
- The URL or platform used

For younger pupils, citing such AI use appropriately will be a learning point.
**Example Citation (APA Format):**
OpenAI. (2024). Response generated using ChatGPT-4o on the topic of climate change. Prompt: "Explain the main causes of climate change." Retrieved from [AI tool's URL].
**Example Citation (Transparency of Use):**
*"A summary of key points on climate change was generated using OpenAI's ChatGPT-4o, accessed on [date]. The prompt used was: 'Summarise the main causes of climate change.' "*

**Guidelines for Teachers on AI in Learning**
Teachers play a key role in guiding ethical AI use. The tiered approach above in part 4 may prove useful.
**Leadership Responsibilities**
- Provide guidance and training for middle leaders and teachers on appropriateness of AI use.
- Develop opportunities for departments and teachers to plan for AI use
- Assess risk of AI use in settings and review teacher and student knowledge and skill level
- Encourage consistency in and across departments in AI use and guidance
- Issuing guidance to students before commencement of courses with NEA components.
- Consider whether students entered for public examinations should sign a declaration indicating they have understood the implications of malpractice associated with AI.
- **Guide Responsible AI Use:** Help students distinguish between ethical and unethical AI use (e.g., brainstorming vs. plagiarism).
- **Encourage Critical Thinking:** Design assignments that require human analysis, creativity, and originality beyond AI capabilities.
- **Integrate AI Thoughtfully:** Use AI to enhance teaching methods without replacing traditional pedagogy.

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- **Educate Students on Plagiarism & AI Use:** Clarify that submitting AI-generated content without attribution is plagiarism.
- **Teach Proper AI Citation Practices:** Show students how to cite AI using APA, MLA, or Chicago style guidelines.
- **Teach Digital Citizenship:** Instruct students on **privacy risks** and why they should never share personal information with AI tools.
- **Encourage AI Literacy:** Teachers should understand how AI works, its limitations, and biases.
- **Foster AI Collaboration Among Educators:** Encourage teachers to share AI strategies and lesson plans.
- **Support Special Education Needs (SEN) Students:** Use AI to assist students with disabilities (e.g., speech-to-text, reading aids, accessibility tools).

**Teacher Responsibilities:**

- Teachers should **familiarize themselves with AI tools** used in education before using them with students (e.g., ChatGPT, Grammarly, Google Bard, AI-powered learning apps).
- Recognize **how AI can enhance learning** (e.g., personalised feedback, tutoring, research assistance).
- Understand **AI's limitations** (e.g., misinformation, bias, lack of values, lack of critical thinking).
- Provide clear guidance on acceptable AI use for each lesson or sequence of lessons in line with setting-wide policies (refer to Figure 1).
- Encourage critical thinking by helping students evaluate AI-generated information.
- Use AI responsibly in instruction and in developing resources: If AI is used to create teaching materials, teachers must disclose this.
- Ensure fairness: AI tools must not introduce bias in grading or assessment. AI must not be used for high-stakes assessments.
- Monitor academic integrity: Teachers should discuss AI use with students to prevent over-reliance or misuse.

**Detecting AI Misuse in Pupil Work**

AI detection tools are unreliable and should not be the sole basis for accusing students of AI misuse. Instead, teachers should:

- **Manual Checks**: Reviewing drafts and previous work for consistency is the **best approach**.
- **Discussion-Based Review**: Teachers should **speak with the student** to assess understanding.
- **Assign In-Class Writing for Comparison**: If an essay is suspected to be AI-generated, have the student rewrite a portion of it in class. Teachers should compare their in-class writing with the submitted work. Teachers should check for consistency in style, complexity, and reasoning.
- **Plagiarism Detection Tools**: These may be used for additional review but **must not be relied upon as sole evidence** due to high error rates, especially for non-native speakers.

**Investigating Suspected AI Misuse**

Teachers should be vigilant for signs that may indicate the inappropriate use of AI in student work. Indicators include (non-exhaustive list):

- Sudden **changes in vocabulary, syntax, or writing quality** that do not match a student's usual work.
- **Overly sophisticated language** or content that **does not align** with the student's expected level.
- Repetitive phrases or **lack of logical flow**, suggesting AI-generated text.
- **Use of American spellings** in a non-US school context, inconsistent with prior student work.

- Apparent incident of 'hallucinations or obvious factual errors in work, for example fictitious facts or non-existent publications
- **Unusual Writing Patterns** – The submission lacks a student's usual writing style, voice, or complexity level.
- **Overly Generic or Vague Responses** – AI-generated text often lacks deep analysis or personal engagement.
- **Inconsistencies in Knowledge & Skill Level** – Work quality suddenly improves beyond a student's usual ability.
- **Unverified Citations** – AI sometimes generates fake or non-existent sources.
- **Formulaic Sentence Structures** – AI often produces text with repetitive phrasing or unnatural transitions.
- **Bypassing Critical Thinking** – Over-relying on AI for analysis, problem-solving, or essay writing without student input.

**Consequences for Misuse of AI**
Misuse of AI in academic work will be handled according to the school's academic integrity policies.

**Reporting AI Misuse**
If a teacher suspects AI misuse, they should:
- Discuss concerns with the student.
- Review previous work for inconsistencies.
- Refer the case to the Head of Department or Senior Management Team if necessary.
- Reporting appropriately under JCQ or other examination body malpractice procedures if necessary.

**Consequences for AI Misuse**
Consequences depend on the severity of the violation and on settings' behaviour policies:
- **Minor misuse (e.g., accidental lack of citation)**: Student receives guidance on proper citation.
- **Moderate misuse (e.g., excessive AI use in an assignment)**: Student redoes the work with teacher oversight. **Official warning**, partial credit loss, revision with student reflection on proper AI use.
- **Serious violation - Academic Dishonesty (e.g., submitting AI-generated work as original)**: Academic penalties, potential suspension, or referral to an examination board. Zero credit for assignment, academic integrity violation report, required ethics training.
- **Severe Academic Misconduct: (e.g. engages in repeated AI-related dishonesty or uses AI maliciously):** Failing grade for the course, suspension, or other disciplinary action according to school policy.
- Cancellation of exam entries or disqualification from entire series of qualifications in line with malpractice guidance is a potential consequence of AI misuse.

**Investigation Procedures for Suspected AI Misuse**
**Reporting Suspected AI Misuse in settings –** Settings must comply with JCQ malpractice regulations in the normal way for malpractice concerns in relation to public examinations or NEA work. Settings will apply their own procedures in line with behaviour policies. The following might be an appropriate framework, however:
If a teacher suspects AI misuse:
1. **Conduct a preliminary review** to confirm suspicions.
2. **Document inconsistencies** and collect supporting evidence.
3. **Engage the student in a discussion** to assess understanding.

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4. **Report concerns** to the Head of Department or Academic Integrity Committee.

**Investigation Process**

1. **A formal review is conducted**, involving teachers, administrators, and, if necessary, external academic integrity experts.
2. **Drafts, sources, and previous work are examined** to identify inconsistencies.
3. **Students are interviewed**, ensuring fairness and due process.

**Consequences for Academic Malpractice**

- **Minor violations** (e.g., failing to cite AI use) → **Student receives guidance and must resubmit**.
- **Moderate violations** (e.g., excessive AI-generated content) → **Work is invalidated**, and the student must redo the work.
- **Severe violations** (e.g., full AI-generated submission) → **Behaviour sanctions may** apply, including possible disqualification from assessments, in line with setting policies.

**Transparency in Decisions**

- Students, parents, and relevant staff will be **informed of the investigation outcome**.
- Records of academic malpractice cases will be **kept confidential** but used to improve policy enforcement.

**Parental and Guardian Guidance on AI Use**

**How Parents and Guardians Can Support Ethical AI Use**

- Encourage students to use AI responsibly as a learning tool, not a shortcut.
- Help students understand that AI-generated work does not reflect personal learning progress.
- **Creating an AI Use Agreement at Home:** Parents and children should agree on:

When AI can be used (e.g., for learning, not for assignments that require original thought). What AI tools are allowed (e.g., research assistants like ChatGPT, but not essay generators). How to verify AI-generated information ((cross-checking with trusted sources).

- **Ensure Privacy and Data Protection**: Monitor what AI tools your child is using - some may store data or have privacy risks. Teach kids not to share personal information (e.g., name, school, location) with AI chatbots. Check AI tool privacy settings and terms of use before allowing children to use them.
- **Encourage Critical Thinking About AI Responses**: teach children to fact-check AI-generated information using real sources (books, journals, verified websites or people). Discuss AI bias and misinformation—explain that AI learns from data and may produce biased or inaccurate results.
- **Balance AI Use with Human Learning**: Encourage offline learning - reading books, writing by hand, problem-solving without AI assistance. Remind children that real creativity, emotions, and personal experiences cannot be replaced by AI.
- **Stay Engaged and Communicate with School**: Talk to teachers about how AI is being used in the classroom. Attend school workshops or information sessions on AI in education. Work with schools to ensure AI guidelines are clear, ethical, and beneficial for students.
- Guide pupils in verifying AI-generated information using trusted sources.
- Discuss the importance of academic integrity and ethical behaviour.
- Refer to settings' guidance, policies and the four-tier approach.
- Discuss AI use openly with their children and contribute to their education

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**Policy Enforcement and Review**

**Policy Monitoring and Enforcement:**

- **The Lyceum will Conduct Regular AI Audits that are reported to Governors:** AI use in classrooms, assignments, and assessments will be routinely reviewed. Educators will monitor trends in AI-assisted learning and potential misuse.
- **Utilize AI-Detection & Verification Methods:** Schools may use AI-detection tools (e.g., Turnitin AI Detection) as part of integrity checks. Teachers will verify student work manually and request explanations if AI misuse is suspected.
- This policy is enforced by Teachers and SMT.
- Any suspected violations will be investigated fairly with due process.

**Policy Review**

This policy is a live document and will be reviewed twice per year (semi-annually) to:

- Align with evolving AI regulations.
- Integrate examination board policy updates.
- Reflect new educational best practices.

For questions regarding AI use in academic work, contact Miss Ismail, Assistant Head Academics at The Lyceum.

**Written by Dukes Education: August 2025**

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