

ARTIFICIAL INTELLIGENCE (AI) POLICY

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<i>This policy reflects legislation at the time it was last reviewed. If there is a conflict between legislation and the policy, legislation will take precedence over anything printed in the policy.</i>	
Changes made from previous version:	Changes to Section 4 on ‘Teaching and Learning’ to emphasise the College’s cautious approach to the application of AI to Teaching and Learning due to its relative infancy and the lack of demonstrable positive impact on student outcomes.
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1. Introduction

- 1.1** Wyke Sixth Form College is committed to enabling students and staff to use artificial intelligence (AI) safely, ethically and effectively to enhance teaching, learning and operations. This policy sets out a common approach so that all members of the College community understand expectations, permitted uses and responsibilities when engaging with AI tools.
- 1.2** The policy applies to all staff, students, Corporation members, volunteers, contractors and visitors using College devices, systems or data, or using AI for College purposes while offsite.
- 1.3** The aims of this policy are to:
- Encourage innovative, workload-reducing and inclusive uses of AI;
 - Protect academic integrity and the authenticity of student work;
 - Uphold data protection and information security obligations; and
 - Provide clear procedures where misuse is suspected.
- 1.4** Wyke Sixth Form College recognises that artificial intelligence (AI) can enhance teaching, learning, assessment integrity and curriculum and business workload efficiency when used responsibly.
- 1.5** This policy sets out a safe, lawful and ethical approach to AI across the College, aligning practice with current national direction and sector-specific regulations.
- 1.6** This policy should be read alongside the College's IT and Internet Acceptable Use Policy, Non-Examination Assessment (NEA) Policy, Plagiarism Policy, and the Quality of Education Policy.

2. AI use at Wyke Sixth Form College

- 2.1 Standard platform.** Wyke is a Microsoft College and Microsoft Copilot (including Copilot in Microsoft 365) is the standard, approved AI client for staff. Use of personal AI clients (outside Wyke's M365 environment) to process sensitive College data is prohibited.
- 2.2 Community.** The College fosters a community approach to AI with three participation pathways: AI Users (all staff developing confidence with AI), AI Experimenters (staff who research and trial new AI approaches and share findings), and AI Champions (trained staff who lead practice, case studies and CPD).
- 2.3 Opportunities and benefits (DfE-aligned).** When used appropriately, generative AI can help reduce workload by supporting planning, drafting and feedback; provide structured summaries; assist with differentiation and accessibility; and free teachers to focus on high value pedagogy. Evidence of impact is still emerging; therefore, use must be cautious, purposeful and evaluated.
- 2.4 Risks and guardrails (DfE-aligned).** AI outputs may be inaccurate, biased, out-of-date or inappropriate. Staff must critically review outputs, maintain professional judgement and avoid reliance where risks are high (e.g., safeguarding, assessment decisions). Barriers such as connectivity and staff confidence will be addressed through targeted CPD and the Champions programme.
- 2.5 Safeguarding.** All staff are trained to recognise and respond to online risks, as highlighted in the latest DfE safeguarding guidance, including images or content generated by AI.

3. GDPR and User Agreements

- 3.1 Lawful, fair, transparent.** AI use involving personal data must comply with UK GDPR principles (lawfulness, fairness, transparency, purpose limitation, data minimisation, accuracy, storage limitation, integrity and confidentiality).
- 3.2 Protecting pupils and staff (DfE aligned).** Staff must use College approved AI tools for any processing involving College data; personal/special category data must not be entered into public AI services unless explicitly approved and with appropriate safeguards in place.
- 3.3 Security.** Users must protect accounts with MFA and strong passwords; ensure device encryption; lock screens; and only access systems they are authorised to use. Approved personal device use requires explicit authorisation and compliance with College security standards.
- 3.4 Content governance.** Do not upload assessment materials, unpublished exam content, or identifiable student work to external AI tools.
- 3.5** All AI use must comply with UK GDPR and College user agreements. Personal data must only be processed via approved College platforms; staff must maintain confidentiality and data minimisation, ensure lawful bases are established, and avoid entering sensitive or confidential information into unapproved AI tools. We must educate and ensure students comply with the same level of responsibility when using AI tools. Any student found to be uploading sensitive

and/or personal staff or student details into external AI engines will be in breach of the IT user Agreement.

4. Teaching and Learning

Teaching:

4.1 Principles. AI should enhance (not replace) high-quality teaching, informed by evidence and aligned with the Wyke Teaching and Learning Framework. Teachers retain accountability for content accuracy, curriculum alignment and inclusivity.

4.2 Positive classroom uses (DfE-aligned). Examples include generating lesson starters and explanations; scaffolding writing; producing alternative formats; rapid feedback on drafts; creating retrieval quizzes; and developing exemplars. Always check for accuracy, bias and appropriateness, and adapt to student needs.

Learning:

4.3 Setting expectations with students. Provide clear, subject-specific guidance on acceptable and unacceptable AI use for each task. Require process evidence (plans, drafts, notes, references) where appropriate. Use supervised time to observe authentic work and build students' skills.

4.4 Student guidance. Students may use AI for study support where permitted by subject teachers but must cite any use appropriately and comply with assessment rules (see Section 9).

4.5 Application to independent study. Students are to exercise caution when using AI to support independent study due to a lack of evidence of its safe and effective outputs. All use of AI should be informed by our understanding of effective independent study techniques.

Assessment:

4.6 Formal assessments (DfE/JCQ-aligned). Access arrangements and assessment rules apply. For NEAs and coursework, students must submit their own work; any AI assistance must be acknowledged; and AI-generated content that prevents students from demonstrating the marking criteria will not be credited. Detection tools are indicative only; teacher judgement and process evidence are essential.

4.7 Referencing AI use. Where AI tools are permitted and students opt to use them, they must clearly reference:

- a. The AI tool used;
- b. Prompts or search terms entered;
- c. Annotated screenshots of the outputs generated;
- d. Settings, parameters or coding provided to the tool to achieve these results;
- e. A written explanation of how the AI-generated content was adapted, refined and integrated into their own work;

Students who use AI and fail to acknowledge it will be managed under the Plagiarism and Behaviour Management policies.

4.8 Managing risk (Wyke Action Plan – Appendix One). Use staged submissions; review intermediate artefacts; authenticate work through questioning; schedule portions of work in class; and set reasonable deadlines. Where misuse is suspected, follow the Plagiarism Policy and College procedures.

4.9 Marking. The use of AI as a sole marker of students' work does not comply with Ofqual regulations (2023). There are opportunities for AI to complement, and quality assure human marking, but any tools used to support marking must conform to GDPR and data protection frameworks. Therefore, all AI tools outside of Microsoft Copilot must not be used unless explicitly approved and with appropriate safeguards in place.

5. Roles and Responsibilities

5.1 Vice Principal Pastoral (Lead) / COO (Lead): Policy ownership, oversight and assurance.

5.2 Digital Transformation Team: Implementation support, CPD, platform enablement and exemplars. Ensure students are informed of their responsibilities relating to AI during the induction period.

5.3 College Leadership Team (CLT): approves policy, resources AI CPD, and assures compliance across curriculum and operations.

5.4 Curriculum Leaders: set subject-level guidance on AI use; quality-assure materials and assessments; ensure JCQ and NEA compliance.

5.5 Teachers and Assessors: model responsible AI use; teach AI literacy; set and communicate task-specific rules; collect process evidence; and report concerns.

5.6 Exams/Assessment Leads: implement JCQ guidance; lead malpractice investigations; and brief staff/students annually.

5.7 IT/Information Security: maintain approved AI services; enforce MFA, encryption and access controls; support DPIAs; and provide training.

5.8 Students: use AI responsibly as directed; acknowledge assistance; maintain academic integrity; protect their accounts and data; and seek guidance when unsure.

6. Monitoring and Review

6.1 This policy will be monitored by the Policy Review Group. Practice, incidents and updates to external regulations will inform revisions.

6.2 This policy will be reviewed annually or sooner if required by changes in law, JCQ guidance or technology.

7. Related Documents

7.1 Internal Documents

- IT and Internet Acceptable Use Policy
- Non-Examination Assessment Policy
- Plagiarism Policy
- Quality of Education (Teaching and Learning) Policy
- Blended Learning Policy
- Data Protection Policy and Records Management Procedures

7.2 External Documents

- [JCQ - AI Use in Assessments – Protecting the Integrity of Qualifications](#)
- [DfE - Generative artificial intelligence \(AI\) in education](#)
- [ICO AI & Data Protection Guidance](#)

8. Alignment with National Guidance (DfE / JCQ / ICO)

8.1 Wyke's approach reflects current DfE communications on generative AI in education, and JCQ's evolving position on AI use in assessments, alongside obligations under UK data protection law (ICO guidance).

8.2 Department for Education (June 2025). Wyke's approach reflects DfE guidance that generative AI can reduce workload and support feedback when used safely and effectively; we will continue to evaluate benefits and manage risks, provide training, and ensure infrastructure and safeguarding measures are in place.

8.3 JCQ Guidance (Feb 2024). Wyke follows JCQ's "AI Use in Assessments – Protecting the Integrity of Qualifications", including expectations that students' work is their own, that AI assistance must be acknowledged, and that teacher authentication and process evidence are essential.

8.4 ICO AI & Data Protection Guidance. Wyke aligns with UK GDPR principles (fairness, transparency, lawfulness, accuracy, accountability and security), applying proportionate DPIAs, explainability where appropriate, and technical/organisational measures to protect personal data.

9. JCQ Guidelines and Considerations (Assessment Integrity)

9.1 Principles. Teachers and assessors must only accept work that is the student's own. Misuse of AI such that submitted work is not the student's own is malpractice and may attract severe sanctions. Students and staff must understand what constitutes acceptable support versus prohibited assistance.

- 9.2 Student acknowledgement and evidence.** Where AI is used as a source, students must acknowledge the tool (name + date) and retain a non-editable copy (e.g., screenshot) of the prompt(s) and generated content, appended to the submission, together with a brief explanation of how it was used.
- 9.3 Centre procedures.** If a teacher suspects AI misuse, they must follow the College malpractice procedure and take steps to authenticate authorship before accepting work.
- 9.4 Communication.** Subject teams must brief students each term on permitted use of AI, citation expectations and malpractice consequences.

10. Glossary

- **AI:** Artificial Intelligence.
- **Generative AI:** Tools that produce text, images or other media from prompts.
- **Copilot:** Microsoft's AI assistant in M365.

Wyke 6th Form College – AI and JCQ Action Plan Tool.

Rationale for Action Plan on AI Use in Assessments

While most formal assessments are conducted under strict supervision with limited access to materials and no internet connectivity, the increasing availability of AI tools—particularly AI chatbots—poses a risk of misuse during unsupervised components such as coursework, NEAs, and internal assessments. These tools can generate content that, if not properly referenced or understood by the student, may lead to unintentional or deliberate malpractice.

To uphold the integrity of qualifications, centres must ensure that:

- Students' work is authentically their own.
- Staff are equipped to detect and respond to AI misuse.
- Appropriate controls are in place for both supervised and unsupervised assessments.

AI tools can perform a wide range of tasks, from answering questions to generating essays and code. While some use may be acceptable with proper referencing, students cannot receive credit for work that is not their own. Therefore, education, monitoring, and clear procedures are essential to prevent malpractice and maintain assessment standards.

Action Plan – Options to Prevent and Address AI Misuse in Assessments

Ref	Action
A	Restrict access to online AI tools on centre devices and networks.
B	Ensure access to online AI tools is restricted on centre devices used for exams.
C	Set reasonable deadlines for submission of work and provide reminders.
D	Allocate time for sufficient portions of work to be completed in class under direct supervision to allow the teacher to authenticate all of each student's work with confidence.
E	Examine intermediate stages in the production of work to ensure work is underway in a planned and timely manner and represents a natural continuation of earlier stages.
F	Introduce classroom activities that use the level of knowledge/understanding achieved during the course to build teacher confidence in student understanding.
G	Engage students in short verbal discussions about their work to ascertain they understand it and it reflects their own independent work.

H	Do not accept, without further investigation, work suspected to be taken from AI tools without proper acknowledgement or otherwise plagiarised.
I	Issue tasks for centre-devised assignments that are topical, current, specific, and require content creation less likely to be accessible to AI models trained on historic data.
J	Teachers should explain to students the policy on the use of AI in coursework assessments and the risks of contravening it.

Summary of JCQ Expectations and AI Misuse

In accordance with the JCQ General Regulations for Approved Centres, students must submit work for assessments that is entirely their own, whether they are internal or private candidates. This means the work must be in the student's own words, not copied or paraphrased from AI tools or other sources, and must reflect their independent knowledge, skills, and understanding as outlined in the qualification specification. While AI tools may be useful in professional contexts, reliance on them for qualification assessments undermines the purpose of education. AI misuse includes copying or paraphrasing AI-generated content, using AI to complete parts of assessments, or failing to properly acknowledge AI use. Such actions constitute malpractice under JCQ regulations and may result in severe sanctions, including disqualification, debarment, or mark penalties. It is essential that students demonstrate their own independent thinking and performance in all submitted work.

Preventing and Responding to AI Misuse in Assessments

While AI tools can offer benefits, their misuse—whether intentional or accidental—can lead to plagiarism, which is a serious form of malpractice. According to JCQ regulations, students must submit work that is entirely their own, and teachers are responsible for confirming the authenticity of this work during the assessment process.

To support this, centres must have clear mechanisms in place to:

- Prevent and detect AI misuse across all subjects and assessment types, including for private candidates.
- Handle concerns about AI misuse before work is authenticated, with the centre—not the awarding body—responsible for determining next steps.

Teachers and assessors, who are most familiar with students' typical work and abilities, are best positioned to identify potential misuse. The JCQ also provides guidance on plagiarism to help staff understand, prevent, and detect such issues.

AI Misuse Action Plan – JCQ Compliance

Action Question	Responsible Party
Are students submitting work that is entirely their own, without copying or paraphrasing from AI tools?	Subject Teachers / Exams Officer
Does the submitted work reflect the student's independent knowledge, skills, and understanding as per the qualification specification?	Subject Teachers
Are students aware of the JCQ requirements for NEAs and coursework assessments?	Tutors / Exams Officer
Are students being educated on the importance of developing their own understanding rather than relying on AI?	Subject Teachers / SLT
Can students demonstrate that their final submission is the result of their own independent thinking?	Subject Teachers
Are students appropriately acknowledging any use of AI tools in their work?	Students / Subject Teachers
Are staff checking for incomplete or misleading references or bibliographies that may hide AI use?	Subject Teachers / Quality Assurance
Are staff trained to identify signs of AI misuse such as paraphrased or copied AI-generated content?	SLT / CPD Coordinator
Are students informed of the consequences of AI misuse, including disqualification and debarment?	Exams Officer / Tutors
Are examples of AI misuse shared with staff to support identification and prevention?	SLT / Exams Officer

Centre Responsibilities for Preventing AI Misuse

Centres are required to have clear mechanisms in place to prevent and identify AI misuse across all subjects, including coursework and non-examined assessments, and for both internal and private candidates. These mechanisms must include:

- A defined approach for each subject area to detect and prevent AI misuse.
- A clear internal process for handling concerns about AI misuse before a student's work is authenticated - teachers must not escalate these concerns to awarding organisations directly.

Teachers and assessors who regularly work with students are best positioned to judge whether submitted work reflects a student's own ability. However, awarding organisations can provide guidance and support when needed.

AI Misuse Prevention Action Plan – Question-Based Format

Action Question	Responsible Party
Have we restricted access to online AI tools on centre devices and networks?	IT Administrator / Network Manager
Is access to online AI tools restricted on centre devices used for exams?	Exams Officer / IT Support
Are reasonable deadlines for submission of work set and reminders provided?	Subject Teachers / Assessment Coordinator
Is sufficient class time allocated for students to complete portions of work under supervision?	Subject Teachers
Are intermediate stages of work production examined to ensure continuity and authenticity?	Subject Teachers
Are classroom activities designed to reflect students' understanding and course knowledge?	Subject Teachers
Are students engaged in short verbal discussions to confirm understanding of their work?	Subject Teachers
Is suspected AI-generated or plagiarised work investigated before acceptance?	Subject Teachers / Quality Assurance Lead
Are centre-devised assignments topical, current, and specific to reduce AI-generated content?	Curriculum Leads / Subject Teachers

EQUALITY IMPACT ASSESSMENT

This policy applies to all students and staff. Reasonable adjustments will be made where required to ensure equitable access to learning technologies and AI-enabled tools. Any impacts identified through implementation will inform future revisions.

Policy, procedure, practice or strategy:	AI Policy		
Person responsible:	Vice Principal - Pastoral	Date:	June 2026
Briefly describe the aims, objectives & purpose of this policy, procedure, practice or strategy.	The aims of the policy are: To ensure a clear and consistent shared understanding of the expectations and responsibilities of all members of the college community in relation to AI.		
	Please ensure the following characteristics are considered when assessing the questions below along with any others you feel to be relevant: Gender, Sexuality, Transgenderism, Age, Race, Religion/belief, Disability, Marital/Civil partnership status, Pregnancy or maternity. Responses may be based on learner and staff data, complaints, feedback, research, student/staff surveys and/or professional judgement.		
Is there potential, or opportunity that the proposed policy, procedure, practice or strategy will affect any groups adversely (including possible discrimination) or positively?	The policy applies to all students and staff. Reasonable adjustments will be made where required to ensure equitable access to learning technologies and AI-enabled tools. Any impacts identified through implementation will inform future revisions		
If any action is required as a result of this screening exercise please note them, along with any mechanisms for reviewing the impact of the policy, procedure or practice.			