



NES International School Mumbai

- IB Continuum World School

SCHOOL CODE: 003810



Artificial Intelligence Policy



NURTURE



TRANSFORM



EMPOWER

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people, who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage learners to become active, compassionate and lifelong learners, who understand that other people, with their differences, can also be right.

School Mission Statement

NES International School Mumbai, provides a holistic educational programme for learners to become knowledgeable, open-minded, caring inquirers with intercultural perspective, instilling in them a strong urge to become lifelong learners, peace ambassadors and tomorrow's leaders in local as well as global context.

School Philosophy

NES International School Mumbai (NESISM) follows the NES motto-Nurture, Transform and Empower - with the conviction that every individual is unique with specific potential and learning ability that can and should be tapped. Thus, the driving philosophy at NESISM is that with proper nurturing and care, every child can grow up to be a responsible global citizen with a positive attitude towards personal growth as well as well-being of all life on the planet.

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Purpose

The purpose of this policy is to provide clear guidelines on the appropriate and ethical use of Artificial Intelligence (AI) technologies within the IB School community. This policy aims to support and enhance teaching, learning, and administrative processes while ensuring that the use of AI aligns with the school's values, the IB Learner Profile, and academic integrity standards.

Scope

This policy applies to all members of the IB School community, including learners, teachers, administrative staff, and any other individuals who utilize AI technologies in the context of the school's educational and administrative activities.

Definitions

- **Artificial Intelligence (AI):** The simulation of human intelligence processes by machines, especially computer systems, which includes learning, reasoning, problem-solving, and language understanding.
- **AI Tools and Applications:** Software and platforms that utilize AI technologies, such as language models, chatbots, predictive analytics, automated grading systems, and personalized learning applications.
- **Academic Integrity:** The ethical code of academia, which includes values such as avoidance of cheating or plagiarism, maintenance of academic standards, honesty, and rigor in research and academic publishing.

Guiding Principles

- **Enhancement of Learning:** AI technologies should be used to support and enhance the learning experience, providing additional resources and personalized learning opportunities.
- **Equity and Accessibility:** AI usage should promote equitable access to educational resources and opportunities for all learners, regardless of background or ability.
- **Privacy and Security:** The use of AI must comply with all relevant data protection laws and regulations, ensuring the privacy and security of all members of the school community.
- **Transparency:** The functions and purposes of AI tools should be transparent to users, including how data is collected, used, and stored.
- **Accountability:** Users are responsible for ensuring that AI is used ethically and appropriately, with oversight mechanisms in place to monitor compliance with this policy.
- **Continuous Improvement:** The school is committed to regularly reviewing and updating AI practices to align with emerging technologies and ethical standards.

Acceptable Use of AI

For Learners

- Learners may use AI tools for study assistance, such as tutoring programs, language translation, and educational apps that provide practice exercises and feedback.
- AI can be utilized to aid in research by summarizing information, suggesting resources, and organizing study materials.
- Learners are encouraged to explore AI in creative projects, including coding, robotics, and data analysis, fostering innovation and technological literacy.

For Teachers

- Teachers may integrate AI tools to personalize learning experiences, identify learner learning needs, and provide timely feedback.
- AI can assist in grading and providing formative assessments, allowing teachers to focus more on instructional strategies and learner engagement.
- AI can assist in creating differentiated learning engagements and preparation of tasks
- Educators are encouraged to utilize AI resources for their own professional growth and to stay informed about emerging educational technologies.

For Administrative Staff

- AI applications can be used to streamline administrative tasks, including scheduling, communication, data management, and resource allocation.
- Staff may employ AI for analyzing educational data to inform policy decisions, improve school services, and enhance learner outcomes.

Prohibited Use of AI

- Using AI to generate work that is submitted as one's own original work is prohibited. This includes essays, problem sets, creative writing, and any other assignments intended to assess individual understanding and effort.
- Submitting AI-generated content without proper attribution or acknowledgment is considered plagiarism and violates academic integrity policies.
- Using AI tools to gain unauthorized access to information systems, learner records, or confidential information is strictly forbidden.
- Employing AI in a manner that promotes bias, discrimination, or harassment is prohibited.
- Collecting, storing, or sharing personal data through AI applications without consent is not allowed.

Data Privacy and Security

- All AI applications used must comply with relevant data protection laws.
- Only necessary data should be collected and processed by AI systems, and measures should be taken to anonymize personal information where possible.
- Explicit consent must be obtained from individuals before their data is used in AI applications, with clear explanations provided regarding how the data will be used.
- Appropriate security protocols must be in place to protect data from unauthorized access, breaches, and other security threats.
- When using AI services from external providers, due diligence must be conducted to ensure they meet the school's privacy and security standards.

Academic Integrity and AI

- The school will provide guidance on the ethical use of AI and the importance of academic integrity, including guidance on proper citation and acknowledgment of AI-assisted work.
- Learners and staff must declare the use of AI tools in the completion of assignments or projects where applicable, following specified citation guidelines.
- Assignments and assessments will clearly state the extent to which AI assistance is permitted. Unauthorized use will be subject to academic misconduct procedures.
- The school will use AI detection tools to monitor for unauthorized use in academic submissions, ensuring compliance with integrity standards.

Artificial Intelligence as a support for teaching and learning, and assessment

- Learners are permitted to use artificial intelligence tools, such as Grammarly, ChatGPT, and other teacher-approved platforms, for the purpose of idea generation, feedback, and concept visualization, under the guidance and supervision of the teacher.
- Learners are encouraged to engage in critical reflection on any AI-generated content they use, evaluating its relevance, accuracy, and appropriateness within the context of their learning objectives.
- While AI tools may be utilized to support the drafting process and aid in brainstorming, learners must clearly acknowledge and cite the specific tools used, including a brief explanation of how the tool contributed to their work.

Guidance On Artificial Intelligence: Using Coursework To Support learners

In line with the IB's approach to coursework, teachers are expected to work closely with learners throughout the entire process — from the initial planning stages to the submission of final work. This includes holding regular check-ins, guiding learners as they develop their ideas, and reviewing early drafts. Such ongoing engagement allows teachers to understand each learner's individual progress and voice.

This consistent involvement also enables educators to identify discrepancies or sudden shifts in the quality or originality of learner work, particularly when content appears that does not align with the learner’s prior understanding or development. In such instances, teachers are encouraged to engage learners in reflective dialogue to discuss the origins and authenticity of the work submitted.

This practice upholds academic integrity and extends to addressing issues related to externally sourced or AI-generated content, emphasizing that teachers are best positioned to identify and address inconsistencies in student learning.

Programme	Coursework	Focus
DP	Internal Assessments, Extended Essay, TOK	Academic writing, research, integrity, support through feedback
MYP	Projects-Case studies and Research tasks, Assessment tasks, Personal Project	Assessment goals and objective ,ATL skills, scaffolding, reflection
PYP	Learning engagements, learner work, Exhibition	Inquiry, formative development, learning support

Here are thirteen different situations that teachers may find themselves in with students using artificial intelligence (AI) in their IB coursework

S.No	Scenario	Outcome
1	A student uses AI for a summary of key points for their essay and suggests references to cite.	Acceptable
2	A student uses AI for a summary of counter-positions or alternative viewpoints on a question or issue and explores these further.	Acceptable
3	A student uses AI to find quotes on the essay topic and simply copies them without investigating further.	Not acceptable
4	A student instructs AI to develop a research question grounded in an IB subject for investigation, with or without elaboration on a topic area.	Not acceptable
5	A student uses AI to write an example of this particular essay for them and uses this as an example or a model answer for their response, translating it into their own words.	Context - but generally not acceptable
6	A student uses AI to generate a paragraph or two for the essay, such as the introduction or summary of an argument, and then	Context - but generally acceptable

	uses this as a model for their own content.	
7	A student writes an essay, then copies it into AI and asks the tool to rewrite it for them.	Generally not acceptable - but nuanced
8	A student writes the essay in one language and then uses AI to translate it into another language for submission.	Not acceptable for IB assessment. Probably acceptable in other contexts.
9	A student uses AI to suggest improvements for grammar and sentence construction but not a wholesale rewrite.	Not acceptable for IB assessment. Probably acceptable in other contexts.
10	A student uses AI to "mark" their work and provide feedback for improvement.	Not acceptable for IB assessment. Probably acceptable in other contexts.
11	A student asks AI to "reflect" on a topic, process or question and uses this unchanged in their assessment.	Not acceptable
12	A student tries to hide their use of AI.	Not acceptable, even if their use of AI was correct.
13	A student uses AI to generate a template for the structure of their essay.	Context - but generally acceptable

Implementation and Support

- The school will provide training and resources to learners and staff on effective and ethical AI use, including workshops, tutorials, and support materials.
- Necessary resources will be allocated to ensure access to approved AI tools and technologies that support educational objectives.
- Adequate technical support will be available to assist users in navigating and troubleshooting AI applications.

Compliance and Enforcement

- All members of the school community are responsible for understanding and adhering to this policy.
- Breaches of this policy will be addressed according to the school's disciplinary procedures, which may include warnings, loss of privileges, or other appropriate sanctions.
- Suspected violations should be reported to the concerned co-ordinator

Referencing AI Tools

This practice upholds academic integrity by requiring that any AI-generated material be clearly identified and referenced, just like any other external source. Students must enclose AI-derived text in quotation marks and include an in-text citation using the school's referencing style—e.g.:

“the development of the tools and variables required for.....” (text taken/paraphrased from ChatGPT, 2023).

They must also provide a full reference in the bibliography, detailing the tool used, the prompt, and the date—e.g.:

OpenAI. (23 February 2023). ChatGPT response to prompt '[insert prompt]'.

This ensures transparency between original student work and externally sourced content, whether from AI or other sources, and reinforces the principle that teachers are best positioned to identify and respond to inconsistencies in student learning.

AI Policy Review and Communication Process

- The AI policy is reviewed every 2 years or when there are changes in the IB policy/stipulations or as and when required.
- The SPLT along with the Heads of Department and Inclusion team, review and then revise the assessment policy. The Heads of Departments in turn take it to their respective departments for discussion and feedback.
- The revised school Artificial Intelligence Policy (which is in line with the IB guidelines) is approved and finalized by the SPLT and then shared with the NESISM community.

References

- <https://www.ibo.org/programmes/artificial-intelligence-ai-in-learning-teaching-and-assessment/>
- <https://blogs.ibo.org/2023/02/27/artificial-intelligence-ai-in-ib-assessment-and-education-a-crisis-or-an-opportunity/>
- <https://resources.ibo.org/ib/topic/Academic-honesty/resource/11162-431064?lang=en>
- [Evaluating 13 scenarios of AI in student coursework](#)