

Merchant Taylors' School

ACCEPTABLE USE OF INFORMATION AND COMMUNICATION DEVICES WITHIN THE MTS COMMUNITY and USE of ARTIFICIAL INTELLIGENCE POLICY

Policy Custodian: Senior Master

Approving Body: MTS Senior Leadership Team

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Merchant Taylors' provides pupils with access to its computer network, portals, email systems and connectivity. Pupils are responsible for good behaviour, whether on the school computer network or using their own devices or home connectivity. All pupils' behaviour within the MTS community, defined in its broadest sense, must be consistent with the educational objectives of the school and with these guidelines.

All reasonable attempts will be made to protect a pupil's right to privacy and – subject to their strict

Whatsapp (13)

Kik (13)

Tik Tok (13)

Telegram (16)

Viber (13)

Access to the MTS network, the School's Office-365 subscription and social networking community is a privilege, not a right: access entails responsibility and inappropriate use will mean loss of access.

Pupils are responsible for the integrity of their digital devices. It is a condition of bringing a device

Emails/SMS/social networking posts commenting on the appearance of other pupils/teachers are unacceptable.

Any unpleasant material or messages received or found in a pupil's area or on a pupil's mobile device must be reported. During school hours pupils should not use any other messaging software than teams chat and the school email system. The use of these is only for discussion of school related activities.

Pupils must not give out their home address or telephone number or arrange to meet someone online unless they have written permission from their parent, carer or teacher.

Pupils must not post/SMS any private information concerning any other pupil, such as their address, email or telephone number. This includes adding the mail addresses of others to mailing lists.

Pupils must not use camera/video facilities in mobile phones or other devices to photograph other members of the school community without their express permission for a justifiable educational objective. They must under no circumstances post image/video files (or links to such files) of other members of the school community

In effect, privately owned devices including but not limited to laptops, tablets, USBs, 3G/4G/5G-smart phones, *iPhones*, *iPods*, *ipads* etc. are containers, like rucksacks and may hold disturbing images, unauthorized copies of copyrighted material, offensive or threatening letters. Therefore personal computers and any mass-storage devices or media that are under the control or in the possession of pupils may be examined by staff, including ICT Technical Services staff at any time on reasonable grounds of suspicion that a breach of school rules has occurred (as may happen on suspicion of other contraband material held against school rules, such as alcohol or tobacco).

Such devices may be seized and removed for the purposes of such an examination: examination may include inspection, backing up, imaging or copying relevant parts of (and if necessary all) the hard drives of such devices, as well as obtaining print-outs of files, logs, caches and data on the device.

ensure that pupils cannot access inappropriate materials. I understand that the school cannot be held responsible for the nature or content of materials accessed through the internet. I agree that the school is not liable for any damages arising from the use of the internet facilities.)

* Although devices, forms of cyber

submission for internal and external competitions and articles for publication that are both produced in-house and externally.

A non-exhaustive list of examples of the misuse of AI tools include:

Use of AI to work through some probability calculations

While the range of AI tools, and their capabilities, is likely to expand greatly in the near future, misuse of AI tools in relation to qualification assessments at any time constitutes malpractice. Teachers and students should also be aware that AI tools are still being developed and there are often limitations to their use, such as producing inaccurate or inappropriate content. AI chatbots are AI tools which generate text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate.

AI chatbots can complete tasks such as the following:

- Answering questions
- Analysing, improving, and summarising text
- Authoring essays, articles, fiction, and non-fiction
- Writing computer code
- Translating text from one language to another
- Generating new ideas, prompts, or suggestions for a given topic or theme
- Generating text with specific attributes, such as tone, sentiment, or formality.

AI chatbots currently available include:

- ChatGPT (<https://chat.openai.com>)
- Jenni AI (<https://jenni.ai>)
- Jasper AI (<https://www.jasper.ai/>)
- Writesonic (<https://writesonic.com/chat/>)
- Bloomai (<https://huggingface.co/bigscience/bloom>)
- Google Bard

There are also AI tools which can be used to generate images, such as:

- Midjourney (<https://midjourney.com/showcase/top/>)
- Stable Diffusion (<https://stablediffusionweb.com/>)
- DALL-E 2 (OpenAI) (<https://openai.com/dall-e-2/>)

The terms and conditions of all these AI chat bots require the users to be at least 13 years old. This means that boys in the Third or Upper Third Form should not be set any assessments where use of the tools is required or even recommended. Several of these tools require the user to be capable of entering into a legal contract which raises the age of engagement to 18. At present the School does not allow pupil access to any AI tools and teachers need to keep in mind even older boys may not have access to the tools at home

The school requires that students must submit work for assessments which is their own. This means both ensuring that the final product is in their own words, and isn't copied or paraphrased from another source such as an AI tool, and that the content reflects their own independent work.

Students are expected to 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.

Any use of AI which means students have not independently demonstrated their own attainment is likely to be considered malpractice. While AI may become an established tool at the workplace in the future, for the purposes of demonstrating knowledge, understanding and skills for qualifications, it's important for students' progression that they do not rely on tools such as AI. Students should develop the knowledge, skills and understanding of the subjects they are studying.

AI tools must only be used when the conditions of the assessment permit the use of the internet and where the student is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or

unacceptable to simply reference 'AI' or 'ChatGPT', just as it would be unacceptable to state 'Google' rather than the specific website and webpages which have been consulted;

- Grammatical usage
- Writing style and tone
- Vocabulary
- Complexity and coherency
- General understanding and working level

