**Artemis - AI Policy**

| Version Date | Date of next review |
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| April 2024 | April 2025 |

**Purpose**

Artificial intelligence is a rapidly evolving form of technology that poses fundamental questions about knowledge, assessment, and learning, potentially even placing the very future of schools as places where learning and character formation happen, in doubt.

This policy is concerned with the current iteration of AI, Generative AI (GenAI) and its application in Artemis schools. GenAI can potentially be applied to any age group where technology is integrated into learning. Given the rapidly evolving nature of GenAI, this policy will be reviewed frequently to assess any potential modifications. This is especially the case given recent insights into the unreliability of large language models.

Artemis subscribes to the vision of UNESCO in its Guidance: GenAI can be used in educational settings to enhance learning, to improve our students' understanding of the role of technology in the development and distribution of knowledge, and to assess the limitations, pitfalls and dangers that all technology brings with it.

GenAI will be used in Artemis schools to develop student skills, not replace them: technology is not where our thinking ends, it is where it starts. Artemis schools focus on human interactions. Used in the right ways, technology can improve these, reorganising models of collaborative work, learning, and productivity within the school.

**Definition**

Gen AI makes use of Large Language Models (LLMs) such as ChatGPT, Gemini, Alpaca, ChatPDF, Elicit, Perplexity, Chatsonic, Ernie and Claude - to mention a few. A LLM is:

> *An Artificial Intelligence (AI) technology that automatically generates content in response to prompts written in natural language conversational interfaces. Rather than simply curating existing webpages, by drawing on existing content, GenAI actually produces new content. The content can appear in formats that comprise all symbolic representations of human thinking: texts written in natural language, images (including photographs to digital paintings and cartoons), videos, music and software code. GenAI is trained using data collected from webpages, social media conversations and other online media. It generates its content by statistically analysing the distributions of words, pixels or other elements in the data that it has ingested and identifying and repeating common patterns (for example, which words typically follow which other words) (UNESCO, p.8)* [1]

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[1] Adapted from work done by UNESCO, Ecolint and The Russell Group

**Policy**
We aim to incorporate GenAI ethically into the education at Artemis schools and treat it as an opportunity to make use of a suite of generative tools, rather than as a threat. We understand that students have access to such technology at home and, under the guidance of staff, also at school.

The use of technology in Artemis learning spaces should always be screened through three fundamental questions teachers can ask themself when planning to create lessons and assignments:

1. How will technology be used to enhance human learning?
2. What are the ethical implications of this use of technology?
3. How will students reflect on the role of technology in their learning?

To this end:

**Schools need to support students to become GenAI-literate**
We must equip students with core GenAI skills to lead them into the future, including educating them about originality, plagiarism, accuracy, privacy and bias.

**Schools can support students to use GenAI tools effectively if they wish**
This requires training for staff so they can offer clear guidance and we must continue to discuss appropriate use of GenAI as it evolves. Students might use GenAI tools to learn, organise their time, collaborate, teach themselves, produce, certify themselves and acquire new skills.

**Schools can encourage the use of GenAI in the classroom**
Teachers will use GenAI in the classroom with students, promoting ethical, critical and creative use of this resource and to familiarise students with it so they can use it effectively in real life scenarios. Students should be taught the differences between artificially generated content and original work, and encouraged to use GenAI as a tool to design original projects.

**Schools can adapt their teaching and assessment to incorporate GenAI**
We will redesign lessons and assessments with GenAI in mind. Where assessments are carried out in non-examination conditions, they must be routinely screened for their GenAI generated content. Students should be made aware of this.

**Schools should ensure academic rigour and integrity is upheld**
We will define where GenAI use is appropriate and where it is not, and students will be able to ask questions about GenAI without fear of being penalised. Where used, students must reference a variety of sources, not just GenAI: the spirit of using GenAI is for it to stimulate creative, ethical and critical thinking, but thinking that is ultimately the student's own. The

school's academic honesty policy should be regularly reviewed to reflect the opportunities and challenges of GenAI.

**Schools can collaborate to share best practice as GenAI evolves**
This includes liaising with professional bodies, connections, and universities regarding the effectiveness, fairness, and ethical implications of using GenAI. [2]

**Schools must prioritise promoting the safe and ethical use of AI**
We must prioritise promoting the safe and ethical use of AI, which is in line with our Data Protection and Privacy Policy. All AI tools are subject to a comprehensive assessment to ensure alignment with our Data Protection and Privacy policy.

**Schools must emphasise that AI-generated content may contain bias and misinformation**
It's important to acknowledge that AI-generated content may contain biases or inaccuracies. Before incorporating AI-generated results into academic endeavours, students and teachers must cross-check them with reliable sources.

**Schools must define the use of Generative AI**
Teachers can employ Generative AI tools for crafting lesson plans, developing resources, and creating assessments. It is imperative that when utilizing AI tools, personal student data is kept to a minimum and anonymized. Additionally, AI tools may be utilized for drafting report card comments, with the understanding that the leading teacher will personalize the final comments.

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[2] A good overview of the longer-term ethical implications of GenAI for schools is found in a working paper, Hamilton, Hattie, Wiliam (2023) *The Future of AI in Education: 13 things we can do to minimize the damage.*